



**A DESCRIPTIVE STUDY ON DESCRIPTIVE PARAGRAPH WRITING
ABILITY BY USING REALIA OF THE SEVENTH GRADE STUDENTS
AT SMP NEGERI 10 JEMBER**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**



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Education Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education,
Jember University

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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CONSULTANT APPROVAL

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THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. *My mother Ida Listiyorini and my late father Sumarsono,*
2. *My late brother M. Tegar Sumardianto*



MOTTO

The art of writing is the art of discovering what you believe.
(*Gustave Flaubert*)



Source: <http://www.goodreads.com/quotes/141811-the-art-of-writing>

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3. The Chairperson of English Education Study Programs.
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8. The seventh grade students of SMP Negeri 10 Jember in 2014/2015 academic year.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, June 2015

Writer

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“A Descriptive Study on Descriptive Paragraph Writing Ability by Using Realia of the Seventh Grade Students at SMP Negeri 10 Jember”; Ibana Rosida, 080210401013; 2015: 46 pages, English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research was conducted to describe the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year. The research problem of this research was “How was the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year?”

There were eight classes of the seventh grade in the school. It consisted of class VII A, VII B, VII C, VII D, VII E, VII F, VII G and VII H. The total population of those eight classes is 290 students. In this research, the research participants were determined by using proportional random sampling with lottery from 10% of the students from each class. The primary data of this research were collected from the students' descriptive paragraph writing test and it was scored by two scorers (inter-rater) and by using analytical scoring method which required the scorers to give score for each writing aspect. Moreover, interview and documentation were collected to support the primary data.

The result of the calculation showed that the mean score of the students' ability in writing a descriptive paragraph by using realia was 66.7. Based on the classification of the score levels, the students' mean score was classified as "fair" because it was in the range of 60-69. From the data analysis result, it was found that there were 7 students or 22% of the seventh grade students were categorized as "poor". There were 17 students (53%) got “fair” category. There were 4 students (12.5%) got “good” category and there were also 4 students (12.5%) got “excellent” category.

In addition, the students' ability in the aspect of grammar was categorized as "fair" because the mean score was 68.12. The students' ability in the aspect of vocabulary was also categorized as "fair" since the mean score was 66.62. Next, the students' ability in the aspect of mechanics was categorized as "poor" since the mean score was 57.8. Meanwhile, the students' ability in the aspect of content

was categorized as "fair" because the mean score was 67.3. On the contrary, the students' ability in the aspect of organization was categorized as "good" since the mean score was 75.5.

Based on the result above, it could be concluded that the seventh grade students of SMP Negeri 10 Jember in the 2014/2015 academic year are suggested to increase their ability in writing since their mean score in writing descriptive paragraph was classified as "fair". It is suggested for the English teacher to give the students more practices relating to the writing aspect such as mechanics, vocabulary, grammar, and content in order to improve the students ability in writing.

I. INTRODUCTION

This research focuses on the seventh grade students' achievement in writing descriptive paragraph by using realia. This chapter discusses some aspects related to the topic of the research. It includes the background of the research, problems of the research, objectives of the research, and significance of the research. These points are explained in the following section respectively.

1.1 Background of the Research

People use language as a tool for communication to express their ideas, feelings and thoughts to others in daily life. They use their first language and also learn the other languages from different nations. Considering this idea, English is an international language known by people in the world and it is widely used in many fields including in education. English is learnt as a foreign language by the students in Indonesian schools. According to the Curriculum 2013, it is stated that one of the objectives of teaching English is to develop communication competency, both spoken and written form. In learning English as a foreign language, the students have to learn the four language skills. They are listening, speaking, reading, and writing. In addition the students need to master the language elements such as vocabulary, grammar, and pronunciation. English is taught as a compulsory subject from junior high schools up to university levels.

Writing is one of the important English language skills that must be mastered by the students in teaching-learning process. As stated by Wingersky (1999:3), writing well brings excellent achievement in school whether in write essays, do research papers, or take essay examinations. In other words, writing helps the students to share and express their ideas, knowledge, and thoughts to other people in the form of written communication. Hence, writing is one of the main English language skills that must be mastered by the students.

On the other side, many students consider that writing is the most difficult and complex skills to master in English lesson. This opinion is supported by

Heaton (1991:135) who states that writing is complex and difficult to teach and to learn. It requires mastery not only on grammatical and rhetorical devices but also on conceptual and critical elements. According to White and Arndt (1991:3), writing is not easy as just transcribing language into written forms. It is also a process of thinking in its own right. They also add that writing requires conscious intellectual effort which usually has to be sustained over a considerable period of time. In writing, it is not easy to generate the ideas. It requires the process to think before put them on a paper. Also, writing is a kind of activity that needs more concentration, well-prepared concept, and extra time in order to make writing itself become good and understandable by the readers.

Further, Harmer (2001:255) says that in writing students need to know some of writing's special principle including letters, words, text formation, punctuations, and so forth. For instance, writing as valuable skill is not an easy task so that students have to consider the writing convention, organization, and the word chosen to avoid the wrong interpretation.

This research focused on describing the writing ability of the seventh grade students at SMP Negeri 10 Jember. Based on the informal interview with the English teacher of SMP Negeri 10 Jember, the researcher got information about the teaching learning process. The English teacher teaches writing integrated with the other skills such as reading, listening, and speaking. In teaching writing, the teacher gave some examples of text type or paragraph which the students had to write. One of the text types was a descriptive. For descriptive text or paragraph, the English teacher explained the material orally and provided the media, usually realia, to help the students describe the object. Then she assigned the students to write a descriptive paragraph based on the realia.

According to Patel and Jain (2008:57), in process of teaching learning activities, teacher uses something to make his teaching become effective. They also state that "the teacher should select teaching aids and instructional material based on the objectives decided by the teachers so that skill of reading, understanding, writing, and speaking can be developed in students." Thus providing the suitable teaching media is necessary to make the process of writing

in the classroom easier and more workable. One of the teaching media that can be used in teaching writing is realia. As informed by the English teacher, she teaches reading more frequently than writing; and in assessing the students' writing, she never used analytical scoring method. Further, it was revealed that the students' score in writing belongs to fair categories and some of them had achieved the standard score for English of 70. Dealing with the research describing the seventh grade students' descriptive paragraph writing ability, the English teacher said there is no research done in the school. This was the reason to conduct the descriptive research. In this research, the ability of writing a descriptive paragraph analyzed based on five aspects of writing, namely grammar, vocabulary, mechanics, content, and organizations.

Realia is one of instructional media that is useful, interesting, and authentic to help the students in learning writing. According to Mumford (2005), realia adds interest and relates language to the real world. As stated by Soames (2010) realia is real items that found in daily life as a media for teaching English. Wardhani (2012) also adds that realia can bring and give the students everyday life experience so they will be easier to master what their teachers teach. In brief, realia here plays as functional media that can raise interest, avoid the students from boredom in English teaching learning activities of writing, and help them understand about the objects they learn to write easier.

Considering the explanations above, it was necessary to conduct a research entitled "A Descriptive Study on Descriptive Paragraph Writing Ability by Using Realia of the Seventh Grade Students at SMP Negeri 10 Jember"

1.2 Problems of the Research

Based on the background of the research above, the problems of the research are formulated as follows.

1.2.1 General Problem

How was the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year?

1.2.2 Specific Problems

- a. How was seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of grammar?
- b. How was seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of vocabulary?
- c. How was seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of mechanics?
- d. How was seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of content?
- e. How was seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of organization?

1.3 Objectives of the Research

Based on the background of the research, the objectives of the research are formulated as follows.

1.3.1 General Objective

To describe the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year.

1.3.2 Specific Objectives

- a. To describe the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of grammar.

- b. To describe the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of vocabulary.
- c. To describe the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of mechanics.
- d. To describe the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of content.
- e. To describe the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year in the aspect of organization.

1.4 Significance of the Research

a. For the English Teacher

The result of this research expected to be useful for the English teacher to give the information about the students' ability in writing a descriptive paragraph by using realia. Besides, the English teacher can motivate the students in learning writing for the improvement of their students' ability in writing a descriptive paragraph by using realia based on five aspects of writing, namely grammar, vocabulary, mechanics, content, and organizations.

b. For the Future Research

The result of the research is expected to be useful as a reference for the future researches to conduct further research dealing with teaching writing by using realia to any other level of students or by applying different research design. For example, using classroom action research focusing on the use of realia to improve the eighth grade students' writing achievement, or an experimental research to measure the effectiveness of using realia on writing achievement.

II. REVIEW OF RELATED LITERATURE

This chapter deals with the theories to the teaching of descriptive paragraph writing by using realia. This chapter highlights the main theories related to the research problem. It includes writing ability, the aspects of paragraph writing, paragraph writing, descriptive paragraph writing, realia as media in teaching writing that covers definition and example of realia, the advantages and the disadvantages of using realia, and the teaching of English writing a descriptive paragraph at SMP Negeri 10 Jember. The points are described in detail below.

2.1 Writing Ability

According to Kanar (1998:4), writing may enable the writer to express thoughts and share knowledge he has been keeping to himself. Wingersky, et. al. (1999:4) state that writing is a process through which the writer discovers, organizes, and communicates his thought to the readers. In writing, the writer can put their ideas, thoughts, opinions, and feelings to the readers in the form of words, which is sometimes impossible to deliver the messages in spoken form. Thus, the ability of writing is needed for the students in learning English either as the first language or foreign language. Richards (1990:100) says that it is necessary for the students to have good writing ability because it can be useful for their academic achievement and a requirement for many occupations.

Writing is important to be learnt and it is considered as the most difficult skill to be mastered. Boiarsky (1993:23) argues that the writing is a complex task that requires the writer to keep the ideas in mind and think about how the readers' response. Moreover, she adds that the writer has to consider the communities and context in the writing, also about the content, organizational pattern and focus, point of view, and the style of the writing. In line with this idea, Richards (1990:101) states that "writing is the process of moving from concepts, thoughts, and ideas to written text which is complex." It can be said that it is not easy for the students to consider some aspects in writing, such as grammar, mechanics,

content, vocabulary, organization, and also to generate ideas and thoughts which are appropriate with the topic. In brief, writing gives positive influences to the students in the process of learning English. Although writing is a complex skill, it is a skill that everyone can learn with practice (Langan, 2009:10).

It is important for the students to have good writing ability. In this research, writing ability means the students' achievement in writing a descriptive paragraph which was conducted with a writing test. Thus, writing test was used as the measurement of the students' writing ability. Further, the researcher was not taught writing in the research because the purpose of this research was to describe the students' ability in writing a descriptive paragraph using realia. The researcher was only administered a writing descriptive paragraph test based on the material taught by the English teacher. The teaching activity of such descriptive paragraph writing had been carried out by the English teacher.

2.2 The Aspects of Writing

2.2.1 Grammar

Bram (1995:54) states that the grammar is essential in English writing because it controls what we write. Therefore, it is very important to master grammar in order to make a good writing. According to Fairbairn and Winch (1996:108), grammar is a set of rules that helps the writer construct sentences which make sense and are acceptable in English. Grammar is the rules of language and absolutely necessary needed in writing. Thus, grammar is something that people can use to find their way in getting along with others in using language. Grammar is very important within the process of learning a second or foreign language. The use of incorrect grammar in sentences makes the expression meaningless and the message is unclear. This means that the writer is not able to communicate effectively and the person who is reading the work may be quite confused. If the writer does not know the rules of grammar, he or she will never be able to communicate clearly and effectively in English language. Furthermore, Fairbairn and Winch (1996:109-111) propose some basic points to make sentences in grammatically correct. They are:

- Sentences should contain main verbs.

Example:

John will come home tomorrow.

Omitting the verb 'come' makes the sentence grammatically unacceptable.

- Verbs should agree with the nouns or pronouns.

Example:

They all run to school.

This sentence is acceptable because 'they' is plural and the verb 'run' is also plural. If the verb 'run' is singular, the sentence is unacceptable.

- The tenses of verb are consistent.

Example:

We come home and then we have our tea.

The verbs in this sentence 'come' and 'have' are consistent with one another; both of them are being in the present tense.

- There should be no crucial or grammatically significant words are missing. Many students leave words out through failing to reread carefully what they have written.

Example:

Students should strive ensure that the sentences they write sense.

This sentence is nonsensical. To make this sentence acceptable, we have to add two words. For example, we could change the sentence as follows:

Students should strive to ensure that the sentences they write make sense.

2.2.2 Vocabulary

In language learning, especially in writing, vocabulary is important because ideas and thoughts can be expressed through it. Besides, having enough vocabulary helps the reader easier to understand of what is written about and make the writer easier to convey his or her purpose. Dealing with this, Bram (1995: 48) states that words are the basic instrument for writing because it determines whether a paragraph is good or not. The use of appropriate vocabularies in writing also makes the reader understand what the writer

expresses. Wingersky, *et. al* (1999:58) classify English vocabulary into eight; noun, verb, adverb, preposition, pronoun, conjunction, article, and adjective. They define the vocabulary as follows:

1. A verb is a word to express an action.
 - Verb that express an action such as: write, read, study, go, etc
 - Verb that is in the form of 'be' such as: am, is, are, has, had, and should.
2. An adverb is a word that describes and modifies a verb, an adjective, or another adverb. Example: beautifully, carefully, extremely, and slowly.
3. A preposition is a word used with a noun or pronoun to form a phrase that shows location and time. Ownership or identification, or exclusion within the sentence. Example: on, at, in, by, and beside.
4. A pronoun is a word that takes the place of a noun.
 - Personal pronoun, such as; I, he, she, they, we, you
 - Possessive pronoun such as: me, her, their, our, your, and his
5. A conjunction joins items in sentence.
 - Coordinating conjunction: for, and, nor, but, or, yet, and so
 - Subordinating conjunction: when, therefore, and thus
6. An interjection is an exclamatory word that shows strong feeling. Example: awesome, wow, fantastic, hooray, and fine.
7. An adjective is a word that describes noun and pronoun. Example: good, bad, clever, and beautiful.
8. A noun is any word that names a person, place, and, thing. Example: class, book, and beauty.

2.2.3 Mechanics

Applying mechanics correctly is used to produce a good and meaningful writing. Mechanics refer to punctuation and spelling. According to Heaton (1991:135) mechanical skill is the ability to use conventions e.g. punctuation and spelling correctly in written language.

Understanding punctuation is essential for writers because it enables them to communicate with clarity. Punctuation marks are used to give directions to the readers about which way a sentence is going. As stated by Fairbairn and Winch (1996:81) punctuation is the name given to a variety of devices that a writer uses in order to help the readers to understand the meaning when he or she writes. There are many kinds of punctuation marks. According to Farbain and Winch (1996:81), they are full stop (.), question marks (?), exclamation mark (!), comma (,), semi colon (;), colon (:), quotation mark (“...”), parentheses (()), brackets ([]), dash (-), apostrophe (‘) and hyphen (-). Therefore, using punctuation properly helps the writer in making a piece of writing understandable by the readers.

Spelling refers to the ability of write words in correct letters. Farbairn and Winch (1996:100) claim spelling is important because poor spelling can make the meaning ambiguous and non-sense sentences. Thus, the writer must avoid having spelling errors if they want to write a good sense through writing.

2.2.4 Content

Heaton (1991:35) says that content deals with the ability to think creatively and develop thoughts relevant to the topic. Therefore it is important for the writer to consider the content that appropriate with the topic in the writing to make it understandable by the readers. According to Camp (2001:290) "the content of composition must have clarity, conciseness, and completeness. It involves choosing the right words, for instance by using proper grammar and minimizing passive sentences. Conciseness means that the writer expressed their ideas or thoughts clearly that only a few words are needed. Therefore, completeness means that writers should not leave out a detail such as a name, date, place, or amount that can make the message of their writing useless".

In brief, a good writing should have clarity, conciseness, and completeness in the content. Clarity means the message of the writing should be accepted by the readers, conciseness means the writing work should be to the point, and completeness means the supporting detail in sentences should have correlation to the main idea.

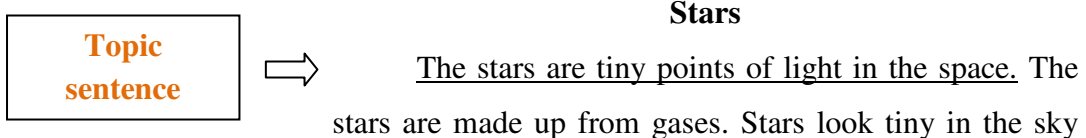
2.2.5 Organization

Organization deals with the ability to organize the sentences into logical sequence to make a paragraph. There are two elements of organization to make a good paragraph: unity and coherence. Bram (1995:20) confirms that unity means each sentence in one paragraph should focus on the one thing expressed in the topic sentence so all sentences stick together. In addition, Wong (1999:369) confirms that unity means that all supporting sentences in the paragraph are related to the main idea. In other words, each sentence in a paragraph should have topic sentence that relates to develop the main idea of the paragraph.

Coherence means the ideas and the sentences flow together smoothly in a logical and organized manner (Wong, 1999:369). According to Langan (2009:76) it is gained if the supporting ideas and sentences in a paragraph composition are organized in a consistent way from the beginning to the end so that they cohere, or stick together. It can be said that the organization of a paragraph is coherent when the sentences are clearly linked to each other.

2.3 Paragraph Writing

As stated by Bram (1995:13) paragraph is a group of sentences which contain relevant information about one main or central idea that is expressed in the topic sentence. Wong (1999:368) writes that the body of paragraph consists of additional sentences that will support, explain, strengthen, or prove the main idea that was presented in the topic sentence. In brief, a paragraph is a group of sentences which contain specific information about one central idea that is usually stated in a topic sentence in order to support and explain the main idea of a topic. Hence, a paragraph can stand on its own and tell what the writers want to tell in a whole. Besides, it also has function as a part of an essay that develops each idea of the essay. The following is an example of paragraph writing:



**Supporting
details**

because they are far away from the Earth. As the Earth spins from east to west the stars also appear to cross from east to west. On a clear night we can see around 2,000 to 3,000 stars without using a telescope. In ancient times the sky watchers found patterns of stars in the sky. Some of it are the patterns of creatures from the myths and the legends.

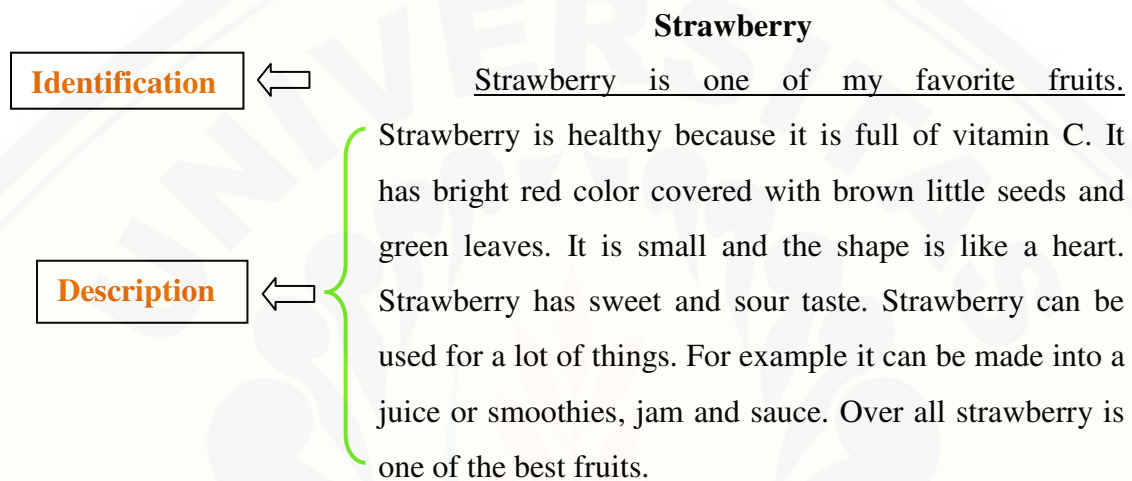
Adapted from 7 Sample Paragraphs for Kids Free to Read (Sowmya: 2012)

The paragraph above has a topic sentence which contains one main idea and several supporting details or additional sentences. The topic sentence is usually in the first sentence of a paragraph, but it can be in the middle or in the end of the paragraph. A topic sentence is more general than the other sentences, that is, it talks about something in a whole. Supporting details are usually more specific than the topic sentence. Thus, supporting details or additional sentences support and provide more information about the topic.

2.4 Descriptive Paragraph Writing

Descriptive paragraph is a kind of paragraph with social function to describe the characteristics of a particular object such as person, place, or thing. According to Wong (1998:373) descriptive is used to describe a person, a place or an object so precisely that the reader 'sees' the item clearly in his or her imagination. The purpose of the descriptive paragraph is to give some detail information to the readers. Through descriptive paragraph, the writer tries to give sense of thought about what he or she has smell, seen, tasted, heard, felt about the person, place, or thing. Stanley *et. al.* (1992:152) claim that description presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. Thus, descriptive writing has the function to show the readers what something looks like in detail.

Based on the 2013 Curriculum, the seventh grade students should study some types of paragraph. They are descriptive and procedure. There are two generic structures in descriptive paragraph. They are identification; a part which identify the object that will be described and description; a part to describe the detail parts of the object. The language feature used in descriptive paragraph is simple present tense. The following is the example of a descriptive paragraph:



Adapted from Descriptive Paragraph of Strawberries (Rhein: 2012)

The language features used in descriptive paragraph based on the paragraph above are:

- a. Using certain noun, such as strawberry, fruits, seeds , juice etc.
- b. Using simple present tense

Example :

- Strawberry is healthy because it is full of vitamin C
 - It is small and the shape is like a heart.
- c. Using adjective, for example: healthy, small, sweet, etc.

2.5 Realia as Media in Teaching Writing

The following parts are the explanation in detail about realia as media in teaching writing that includes the definition and the examples of realia, the advantages of using realia, and the disadvantages of using realia.

2.5.1 The Definition and Examples of Realia

Realia is real things used as authentic teaching media in the classroom to increase the students' motivation in teaching learning process. As stated by Budden (2011) realia in EFL terms refers to any real objects we use in the classroom to bring the class to life. Chiarantano (2005), points out that realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. He adds that realia also allows language learners to see, hear, and in some cases touch the objects. It means that realia can give the students opportunity to use all of their sense directly to learn about a given object in teaching learning process.

Smith (1997) confirms that the use of realia is commonplace in the ESL/EFL classroom and is widely considered to have great value in fostering an active teaching-learning environment. In addition, Jones (1994) claims that realia or real things represent the actual conditions with which the learner will live. Thus, realia is a useful teaching media that are interesting, vivid, and authentic that can be brought into classroom as a teaching media.

Gebhard (1996:101) states some examples of realia used in teaching English as First Language (EFL) and English as Second Language (ESL) classroom:

"Dolls, puppets, currencies, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, strings, thread, chewing gum, glue, eraser, tacks, paper clips, rubber, bands, trays, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween marks, rubber vomit, manikins."

The other examples of realia are plastic toys, food, drink, timetables, tickets, magazines, and clothes. In short, there are so many kinds of realia that can be used in teaching English. All of them are included in realia because they can be brought into classroom and can be used as teaching media. Realia that used in this research were plastic toys of fruits such as apple, orange, banana, and mango.

2.5.2 The Advantages of Using Realia

Realia as teaching media have some advantages. Realia has a function as the teaching media which play a very important role to increase the effectiveness of the teaching and learning process. This is because realia can help the students share their ideas in more meaningful and interesting way. It helps the students in learning English. In the teaching learning process, bringing some media in the classroom is very useful to catch the students' attention. Salli-Copur (2005) states that visuals are always useful for all age and proficiency levels, so even using coloured chalk or board markers attracts students' attention to the teaching point. He also adds that the teachers can make use of visuals to grab students' attention and to motivate them because even the most passive students are often interested in realia.

As mentioned by Soames (2010), there are some advantages of using realia in the classroom:

- (1) Realia has the benefit of really grabbing students' attention,
- (2) It helps to make English lesson memorable,
- (3) It creates a link between the objects and the word or phrase they show
- (4) It can encourage creativity by involving the sense because it stimulates the mind, and bring vocabulary to life like no other visual aid can
- (5) The students can touch, smell, and maybe even taste it,
- (6) Saves times,
- (7) Realia breathes life into new vocabulary and the chances of students remembering the new words have been taught increases,
- (8) Realia can be used indirectly as a tool for teaching grammar.

Thus, realia is useful media in the classroom that can be applied because there are numerous advantages that can be grabbed which help the students to learn writing, and even vocabulary and grammar.

2.5.3 The Disadvantages of Using Realia

Besides the goodness of using realia, realia in the teaching and learning process also has disadvantages. According to Jones *et. al.* (1994) there are some disadvantages or limitations of using realia as media in teaching learning process.

1. Real things are not always readily available.
2. Realia are not always practical for use in the classroom:
 - a. Size; a real object may be too large (a submarine) or too small (a single human cell) for classroom study.
 - b. Potential hazards; realia such as live animals, certain electrical and mechanical equipment, etc., can represent potential hazards for the learner and the teacher.
 - c. Cost; real objects often are expensive.
 - d. Need to maintain original structure; while some realia can be dismantled, many others cannot be, e.g., cutting open a person to see how the heart functions.
3. Affective learning is unpredictable through realia.
4. If left sitting around the classroom, realia can be a distraction.
5. Storage and retrieval can create problems.

In addition, some kinds of realia such as newspapers, books, and magazines sometimes contain unfamiliar language or complex sentence so that it can be time consuming. Because the teacher still need to explain it to the students. For example, the teacher asks the students to write a summary about the book. If this problem happens in the classroom, the teacher should be more careful to prepare the realia that appropriate with the students' level.

2.6 The Present Situation of the Teaching of English Writing of Descriptive Paragraph by Using Realia at SMP Negeri 10 Jember

This research focused on describing the seventh grade students' ability in writing a descriptive paragraph at SMP Negeri 10 Jember. The students' ability in writing skill was connected to the teaching media used by the English teacher. SMP Negeri 10 Jember applied the 2013 Curriculum in the teaching of English.

The curriculum had the function to lead the English teacher in developing the students' language skills including the writing skill. For the seventh grade students, a set of teaching and learning writing activities has been listed in the curriculum. Those activities covered writing a short simple functional text and writing a short simple essay in the form of procedure and descriptive (2013 Curriculum).

Based on the information from one of the English teachers in the preliminary study, she applied media in teaching descriptive paragraph writing. The English teacher taught writing integrated with the other skills covering reading, listening, and speaking. The teacher also applied realia as the media in order to motivate the students in learning writing in form of a descriptive paragraph. Through realia, the students were easier to describe things and created a descriptive paragraph. The teacher showed a realia that related to the topic and asked some leading question to guide the students to list the characteristics of the realia. Then, she showed the example of descriptive paragraph. Finally, the teacher asked the students to create a descriptive paragraph based on another realia. The English teacher also allowed the students to open their dictionary while they learning writing to find the words to use in their writing. In scoring the students writing, the English teacher usually used method of scoring based on the overall impression of piece of writing or holistic scoring method.

III. RESEARCH METHOD

This chapter presents the research method applied in this research. The method consists of research design, area determination method, respondent determination method, the operational definitions of the key terms, data collection methods, and data analysis method. All the issues are described in the following sections.

3.1 Research Design

The purpose of this research was to describe the seventh grade students' writing ability of descriptive paragraph by using realia at SMPN 10 Jember so that the design of this research was a descriptive study. Descriptive study is a study which is functioned to collect the information related to a real phenomenon and it focuses on describing a certain variables, phenomenon, and situation (Arikunto, 2010:309-310). According to Fraenkel and Wallen (2012:15) "examples of descriptive studies in education include identifying the achievements of various groups of students; describing the behaviors of teachers, administrators, or counselors; describing the attitudes of parents; and describing the physical capabilities of schools." In brief, it can be concluded that descriptive study is a study that has function to describe about certain condition using statistical measurement.

The procedures of this research were as follows:

1. Determining the research area by using purposive method.
2. Determining the research respondents by using the proportional random sampling by lottery.
3. Constructing the research instrument in the form of test of writing descriptive paragraph.
4. Consulting the instrument to the research consultants and the English teacher.
5. Collecting the primary data by administering a writing test to the respondents.

6. Scoring the writing test by using analytical scoring rubric.
7. Finding out the total score of the students' ability in writing descriptive paragraph by using realia.
8. Finding out the students' ability in writing descriptive paragraph by using realia of each score classification.
9. Sorting out the score of writing test based on classification of the score levels.
10. Drawing the conclusions based on the result of data analysis.

3.2 Area Determination Method

The research was conducted at SMPN 10 Jember. This area was taken based on the purposive method. As stated by Arikunto (2010:128) purposive method is a method of choosing the area of the research based on certain purpose and reason. The school was chosen based on some reasons.

First, the researcher got the permission from the school Principal and the English teacher to conduct the research in the school so that the required data can be collected. Second, the English writing skill has been taught to the seventh grade students of SMPN 10 Jember by using realia including in teaching writing of descriptive paragraph. Third, the English teacher has never scored the students writing based on analytical scoring rubric; thus, it was necessary to conduct the research.

3.3 Respondent Determination Method

The respondents of the research were the seventh grade students at SMPN 10 Jember in the 2014/2015 academic year. According to Arikunto (2006:134), if the total number of the respondent is more than 100, the samples can be taken from the range of 10-15% or 20-25% or more of the population; and if the total number of the respondent is less than 100, it is better to take all of them as samples.

In this research, the research participants were determined by using proportional random sampling by lottery from 10% of the students from each

class. The total number of the seventh grade students in this school was 290 students which were divided into eight classes. It consisted of class VIIA, VIIB, VIIC, VIID, VIIE, VIIF, VIIG and VII H. Each class consisted of about 36 students. The researcher took 4 students of each class by lottery. Therefore the total number of the research respondent was 32 students.

Table 3.1 The Number of Populations

No.	Class	The Number of Students	The Number Proportional Sample of 5%
1	VII A	36	4
2	VII B	36	4
3	VII C	36	4
4	VII D	37	4
5	VII E	36	4
6	VII F	36	4
7	VII G	36	4
8	VII H	36	4
total	8	290	32

Source: SMP Negeri 10 Jember in 2014/2015 Academic Year

3.4 The Operational Definitions of the Key Terms

Operational definition of the key term is intended to avoid misunderstanding of the concept that is being used in this research. The terms used in the title of the research that need to be operationally defined are presented below.

3.4.1 Writing Ability

Writing ability referred to the students' ability in writing descriptive paragraph by considering the aspect of grammar, vocabulary, mechanics, content, and organization. It was shown by the score of a writing test of descriptive paragraph.

3.4.2 A Descriptive Paragraph

A descriptive paragraph in this research was a paragraph to describe a particular person, place, or thing. A descriptive paragraph consists of the following structure; Identification is a short introduction about the thing to describe and Description is the detail information about the object or thing. In this research, the descriptive paragraph was written by the seventh grade students at SMP Negeri 10 Jember based on realia (plastic toys of fruits such as apple, orange, banana, and mango).

3.4.3 Realia

Realia is real items that can be found in daily life. Those realia are brought into classroom as media in teaching writing a descriptive paragraph. In this research, realia was used to help the students in creating a descriptive paragraph.

3.5 Data Collection Method

Data refers to the kinds of information researchers get on the subjects of their research (Fraenkel and Wallen, 2012:111). Arikunto (2010:134) confirms that there are some methods which can be used to collect the data, namely questionnaire, interview, observation, test, documentation, etc. This research was used the data in form of writing test, interview, and documentation. Writing test was used to collect the primary data dealing with the students' writing scores. Then, the data taken from interview and documentation was used to support the primary data.

3.5.1 Writing Test

Test is an instrument to measure skill or knowledge that presents to each subject standard set of questions that require the completion of a cognitive task (McMillan, 1992:114). The type of test which was used was subjective test because the test required the respondents to provide the answer in the form of written descriptive paragraph based on the aspects of grammar, vocabulary, mechanics, content, and organization. In this research, a test was about writing a descriptive paragraph by using realia to measure the students' writing ability.

In the test, the students were asked to write a descriptive paragraph of description about fruit. First, each student was given a worksheet and a realia of plastic fruit or it can be real fruit in order to help them write a descriptive paragraph. Second, the students were asked to write a descriptive paragraph based on the realia given. The paragraph should consist of about 6-8 sentences by considering grammar, vocabulary, mechanics, content, and organization. The time given for doing the test was 35 minutes.

Dealing with the test, it is important to concern its validity and reliability. Heaton (1991: 159) claims that the validity of a test is the scope to which it measures what it is supposed to measure. He (1991: 159) also adds that every test should be as valid as the constructor can make it. Kind of validity that will be used in the writing test in this research is content validity.

According to Hughes (2003:26), the content validity means that the test should contain a thing that can be a representative sample of the language skills, structures, etc. with which it is meant to be concerned. This research was used content validity by constructing a writing test with the materials which were based on the curriculum for the seventh grade students and consulting the materials of the test with the English teacher and the research consultants to make sure that the materials were suitable for seventh grade students or not. Thus, the test in this research should have the content or material that can measure the students' ability in writing.

As stated by Heaton (1991: 162), reliability is an essential characteristic of any good test: for it is to be valid at all, a test must be reliable as a measuring instrument. Fraenkel and wallen (2012: 154) confirm that "reliability deals with the consistency of the scores obtained by the students." This research will apply the reliability by using inter rater as a method of scoring. Inter rater is one of the methods of scoring which allows a test to be scored by two persons. In this research, the students' writing work was scored by the researcher and the English teacher. The result of the scores from the researcher and the English teacher were calculated to get the final scores of the students' writing ability.

Concerning with the scoring method, the researcher was used analytical scoring method. Hughes (2003:91) defines analytical scoring method as a method of scoring which requires a separate score of each aspect of writing skill. It means that this scoring method is a method which gives score of each aspect of writing task. He also explains that analytical scoring requires the scorer to consider the aspects of writing which are ignored so that the students know their score of each aspect of writing in detail. Another scoring method is holistic scoring. It is the scoring method based on the overall impression of piece of writing (Hughes, 2003:86). The scoring criteria in this research had been adapted from original one in order to make the scoring criteria were suitable for the students' descriptive paragraph writing (See Appendix E). In the research, there were five aspects that were scored analytically covering grammar, vocabulary, mechanics, content, and organization.

Dealing with the test given to the students, the researcher also administered the try out to the students to see whether the test item was too easy or too difficult, to consider the time allocation, and also to make sure that the instructions was clear or not. Try out was given to the several seventh grade students in one class which would not be the respondents in writing test. The test given was also in the form of subjective test and it was scored by analytical scoring method.

3.5.2 Interview

Interview is a form of data collection method in which questions are asked orally (McMillan, 1992: 132). It has function to support the primary data. In this research, the researcher used semi-structured interview. According to Arikunto (2010:202), semi-structured interview is one of the kinds of interview which requires the interviewer to ask the questions which have been prepared. Then the interviewer modifies the questions by asking the other questions to get more detail information. In this research, the researcher interviewed one of the English teachers who taught in the seventh grade students of SMP Negeri 10 Jember about the curriculum applied at SMP Negeri 10 Jember in teaching of writing, the

teaching of writing at the school, and seventh grade students' ability in writing a descriptive paragraph.

3.5.3 Documentation

In this research, documentation also was used to support the primary data. Arikunto (2010:206) confirms that documentation is obtaining the data about certain thing or variable in the form of notes, transcript, books, agenda, etc. In this research, the data were the names of the seventh grade students at SMP Negeri 10 Jember in the 2014/2015 academic year as the respondents and the English teacher's lesson plan.

3.6 Data Analysis Method

Data analysis method is used for analyzing the obtained data. Arikunto (2010:213) explains that there are two kinds of data in a descriptive study, namely qualitative and quantitative. Quantitative data are the data in form of numbers which can be analyzed by using some statistics formula and qualitative data are the data which are represented in the form of words or sentences and. In the research, the primary data were in the form of the students' writing scores of descriptive paragraph; it means those data were categorized as quantitative data.

The primary data were analyzed statistically by using the following formula.

1. The formula for calculating the students' writing ability:

$$M = \frac{\sum n}{N}$$

Notes:

M : The students' descriptive paragraph writing ability

$\sum n$: The sum of all scores which the students get

N : The total number of students who take the test

Adapted from Gay, et. al., (2011:323)

2. The formula for calculating the students' writing ability in each aspect:

$$E = \frac{n}{N} \times 100$$

Notes:

- E : The students' writing ability
 n : The students score of each aspect obtained by the students
 N : The total score of each aspect of writing

Adapted from Ali, (2002: 186)

In this research, the scores of the students' descriptive paragraph writing and each aspect of writing were classified by using the levels of writing score proposed by Depdiknas in the following table:

Table 3.2 The Classification of Writing Score Level

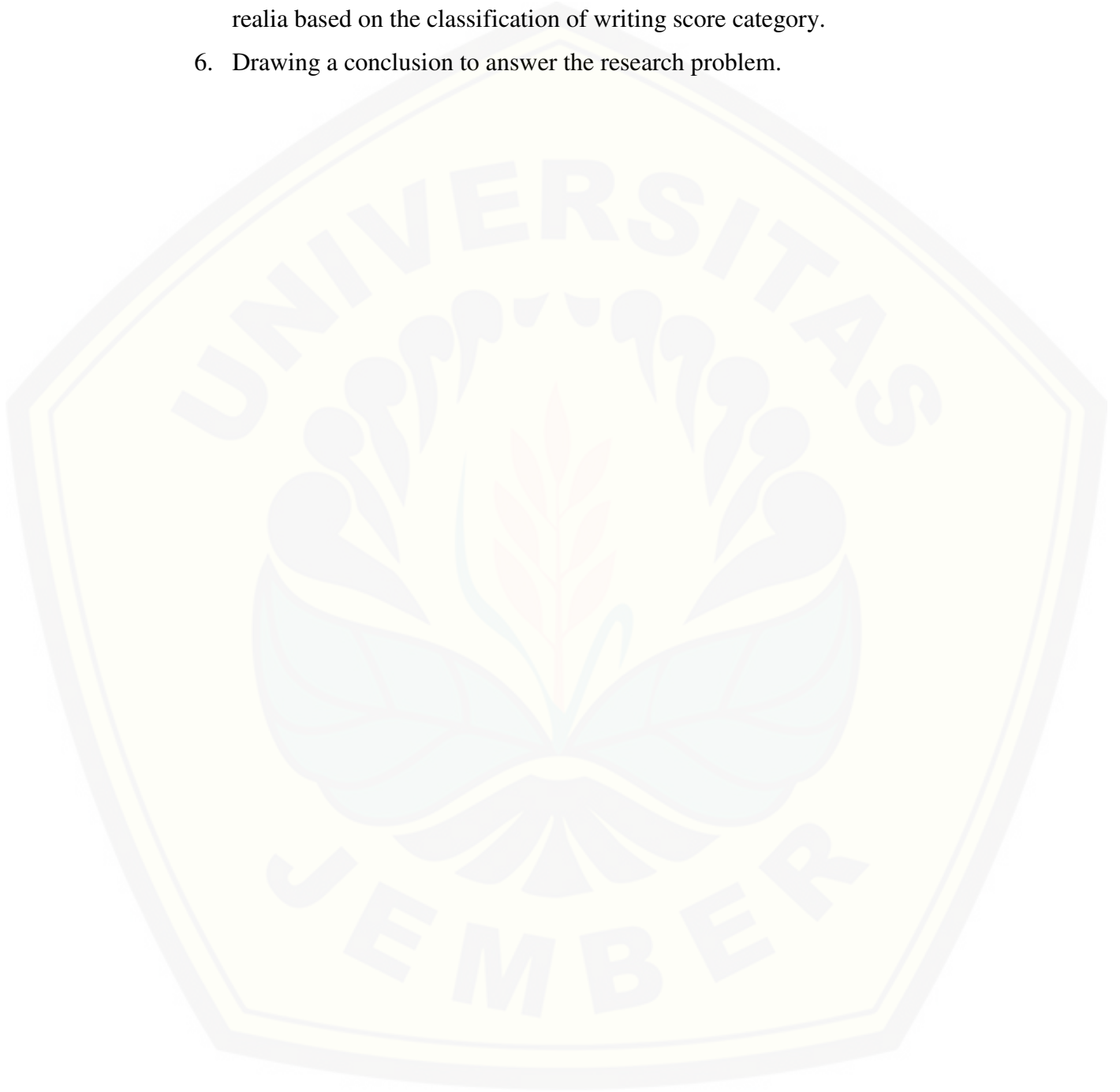
Range of Score	Category
81-100	Excellent
70-80	Good
60-69	Fair
26-59	Poor
0-25	Failed

Adapted from Depdiknas, (2006:12)

The steps of analyzing the data were as follows:

1. Scoring the students' work on writing a descriptive paragraph of each indicator by using the scoring rubric proposed by Jacobs et. al.
2. Finding the final scores of the students' writing test by adding the two scores then divided by two.
3. Finding out the students' ability in writing descriptive paragraph by using realia.

4. Finding out the students' ability in writing descriptive paragraph by using realia of each score classification.
5. Classifying the students' ability in writing descriptive paragraph by using realia based on the classification of writing score category.
6. Drawing a conclusion to answer the research problem.



IV. RESEARCH RESULT AND DATA ANALYSIS

The following part presents the result research of the secondary data, the result of try out test, the result of the primary data, and the discussion. Each part will be presented in the following sections respectively.

4.1 The Result of Secondary Data

In this research, interview and documentation is used to support the primary data. Each of them will be presented in the following section.

4.1.1 Interview

The interview was conducted on April 11th, 2015. The interviewee was one of the English teachers in SMP Negeri 10 Jember. From the interview, it can be known the curriculum used in that school, the teaching writing in the seventh grade, and the seventh grade students' ability in writing a descriptive paragraph.

The first result of the interview was about the curriculum used in SMP Negeri 10 Jember. The result showed that in the 2014/2015 academic year, there were two curriculums applied in the school. They were 2013 Curriculum and KTSP 2006. The 2013 Curriculum was applied in the seventh grade and eighth grade whereas KTSP 2006 was used for the ninth grade. The respondents of this research were the seventh grade so that the curriculum applied in this school was 2013 curriculum.

Table 4.1 The Standard Competence and Basic Competence of Writing in 2013 Curriculum

KOMPETENSI INTI	KOMPETENSI DASAR
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di	4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

KOMPETENSI INTI	KOMPETENSI DASAR
sekolah dan sumber lain yang sama dalam sudut pandang/teori.	

The table above is the standard competence and basic competence for English, especially writing descriptive text or paragraph, which was used in the second semester of the seventh grade.

The second information which was gotten from the interview was the teaching of writing descriptive paragraph in the seventh grade at SMP Negeri 10 Jember. The first thing which the English teacher did was the teacher showed a realia that related to the topic and asked some leading question as the induction to guide the students to list the characteristics of the realia. The realia were gotten from anywhere, it can be the things in the class or the teacher's stuff. Then, she showed the example of descriptive paragraph and gave the explanation including the generic structure and the language features of it. Through this way, it can be easier for the students to understand the generic structure and the language features of a descriptive paragraph. She also gave the example of how to write a descriptive paragraph by using those realia. After explaining the media used in writing a descriptive paragraph, the teacher asked the students to write a descriptive paragraph based on another realia given or from the outer class.

The third information which was obtained from the interview was the seventh grade students' ability in writing a descriptive paragraph based on the five aspects of writing. They are grammar, vocabulary, mechanics, content, and organization. In the aspect of content, the teacher said that the students of seventh grade were able to use their imagination and communicate their idea in writing. Furthermore, they can make a descriptive paragraph related to the realia. However, in the aspect of grammar, the teacher said that it was quite difficult for the students to write the sentences in the form of simple present tense correctly. Most of them made mistakes in their writing. Moreover, some students also wrote some sentences in the form of simple past tense although the teacher had explained that the sentences in a descriptive paragraph should be in the form of

simple present tense. Besides, the English teacher added that in the aspect of organization, the students were able to write a descriptive paragraph based on its generic structure. In the aspect of vocabulary, the teacher explained that some students still choose and use inappropriate words that did not related on the topic although some of them used their dictionary. Meanwhile, in the aspect of mechanics, most students were able to spell the English words correctly although sometimes they ignored the use of correct punctuation and capitalization.

4.1.2 Documentation

The result of documentation was used to support the primary data. The documentation used in this research was about the seventh grade students' identity. The document about the students' identity was useful for selecting samples from each class to be the respondents of this research. The documentation of the research was the names of seventh grade students who taken as the respondents and the teacher's lesson plan (See Appendix L). The seventh grade students of SMP Negeri 10 Jember were divided into 8 classes. The total number of the seventh grade students in this school was 290 students. Each class consisted of about 36 students. The researcher took 4 students of each class by lottery. Therefore the total number of the research respondent was 32 students.

Table 4.2 The Number of Populations

No.	Class	The Number of Students	The Number Proportional Sample of 5%
1	VII A	36	4
2	VII B	36	4
3	VII C	36	4
4	VII D	37	4
5	VII E	36	4
6	VII F	36	4
7	VII G	36	4

No.	Class	The Number of Students	The Number Proportional Sample of 5%
8	VII H	36	4
Total	8	290	32

Source: SMP Negeri 10 Jember in the 2014/2015 Academic Year

4.2 The Result of Try Out

The try out test was conducted on Saturday May 9th, 2015. The result of the try out was also useful to know the right time allocation for the writing test, the instructions were understood or not, and the test item neither too easy nor too difficult. For try out test, the researcher chose one of the classes randomly by using lottery to decide the respondents of the try out. The subject of the try out in this research was 10 students from VIID class. The test was about writing a descriptive paragraph that consisted of 6-8 sentences about description of star fruit. The researcher gave the time for try out test in 30 minutes but the time was not enough. The result of the try out showed that the students were able to do the test for about 35 minutes. The names and the scores of the students doing the try out test were presented in Appendix K.

4.3 The Result of Primary Data

The result of primary data was obtained through writing test. It was administered to obtain the main data about the students' ability in writing a descriptive paragraph in the form of scores. The writing test was conducted on Saturday May 16th, 2015. It was given to the seventh grade students of SMP Negeri 10 Jember with the total number of respondents was 32 students. In the writing test, they were asked to write a descriptive paragraph with the realia given that consisted of 6 up to 8 sentences in 35 minutes. Moreover, the result of the students' writing test was scored based on the aspects of grammar, vocabulary, content, mechanic, and organization by using an analytical scoring rubric by Jacobs, et. al. in Hughes (2003: 104). The detail relating to the result of the

analysis of the students writing tests and the result of the analysis of the students' writing based on the five writing aspects are presented in the following sub-chapter.

4.3.1 The Result of the Analysis of the Students' Descriptive Paragraph Writing

The students' writing test was scored by two scorers. The purpose of applying two scorers was to get the reliable data relating the students' ability in writing a descriptive paragraph. The first scorer was the researcher and the second scorer was the English teacher of seventh grade students of SMP Negeri 10 Jember. Both the first and the second scorer scored the students' descriptive paragraph writing based on the aspects of grammar, vocabulary, content, mechanic, and organization. The analysis of the students' scores in writing descriptive paragraph was done by using the analytical scoring method. Then, the obtained scores were analyzed to know the students' ability in writing descriptive paragraph of each aspect. The students' writing scores which were given by the first scorer and the second scorer was described in Table 4.3.

Table 4.3 The Students' Writing Scores Given by Two Scorers

No.	Scorer 1						Scorer 2						Total Score	Category
	G	V	M	C	O	Score	G	V	M	C	O	Score		
1.	19	19	17	18	14	87	20	18	17	17	15	88	87	Excellent
2.	17	10	12	13	12	64	18	12	10	12	13	65	64.5	Fair
3.	16	12	11	14	12	65	15	12	9	12	12	60	62.5	Fair
4.	20	19	16	20	14	88	22	18	17	17	13	88	88	Excellent
5.	17	11	12	11	12	63	16	12	11	12	11	62	62.5	Fair
6.	14	11	10	13	10	58	15	11	11	14	10	61	59.5	Poor
7.	18	18	14	10	13	73	17	17	15	10	12	71	72	Good
8.	16	14	9	12	12	63	17	16	10	13	10	66	64.5	Fair
9.	17	17	10	13	10	67	17	16	11	12	11	69	68	Fair
10.	16	11	9	11	12	59	18	10	10	12	12	62	60.5	Fair
11.	20	17	14	15	12	78	19	16	12	16	14	77	77.5	Good
12.	16	15	10	12	11	64	18	14	11	14	12	69	66.5	Fair
13.	14	10	8	11	8	52	15	9	10	11	7	52	52	Poor
14.	17	12	12	11	10	62	16	12	11	15	10	64	63	Fair

No.	Scorer 1						Scorer 2						Total Score	Category
	G	V	M	C	O	Score	G	V	M	C	O	Score		
15.	16	9	10	12	10	57	14	10	12	13	8	57	57	Poor
16.	18	10	11	12	12	63	16	11	10	12	11	60	62	Fair
17.	17	12	12	11	10	62	18	10	12	11	10	61	61.5	Fair
18.	16	7	6	14	9	52	14	8	7	13	8	50	51	Poor
19.	18	16	15	17	14	80	19	15	14	18	12	78	79	Good
20.	17	12	12	13	12	66	19	10	11	12	11	63	64.5	Fair
21.	16	16	8	14	12	66	17	18	9	13	12	69	67.5	Fair
22.	18	9	8	12	8	55	16	8	8	12	9	53	54	Poor
23.	17	17	11	12	12	69	16	17	10	11	12	66	67.5	Fair
24.	15	15	14	15	12	71	17	14	15	13	14	73	72	Good
25.	17	12	12	14	10	65	18	12	12	15	12	69	67	Fair
26.	17	12	10	12	10	61	16	10	11	11	10	58	59.5	Poor
27.	14	10	9	14	8	55	15	10	10	14	10	59	57	Poor
28.	15	14	11	13	11	64	16	13	12	14	11	66	65	Fair
29.	17	12	10	14	11	64	16	11	11	12	12	62	63	Fair
30.	20	18	18	17	14	87	20	18	16	17	15	86	86.5	Excellent
31.	20	17	15	18	12	82	19	15	17	17	14	82	82	Excellent
32.	15	11	11	14	11	62	16	12	11	14	12	65	63.5	Fair
Total												2134		

Note:

G: Grammar

V: Vocabulary

M: Mechanics

C: Content

O: Organization

Table 4.3 shows that the total score of all aspects of writing obtained by the students was 2134, and the total number of students who took the test was 32. Then, the students' scores were analyzed into the following calculation:

$$M = \frac{2134}{32} = 66.7$$

The result of the calculation showed that the students' ability in writing a descriptive paragraph by using realia was 66.7. Based on the classification of the

score levels, the students' ability in writing a descriptive paragraph by using realia was classified as "fair" because it was in the range of 60-69. The interpretation of the students' scores in writing a descriptive paragraph was presented in Table 4.4 below.

Table 4.4 The Classification of the Students' Ability in Writing Descriptive Paragraph by Using Realia

Range of Score	Category	Frequency	%
81-100	Excellent	4	12.5%
70-80	Good	4	12.5%
60-69	Fair	17	53%
26-59	Poor	7	22%
0-25	Failed	0	0
Total		32	100%

From the table above, it was known that there were 17 students (53%) were categorized as "fair". There were also 4 students (12.5%) were categorized as "good". Meanwhile, it can also be seen that there were 7 students (22%) in the category of "poor". Moreover, there were 4 students (12.5%) were categorized as "excellent" but there was no student in the category of "failed".

4.3.2 The Result of Analysis of the Students' Descriptive Paragraph Writing Based on the Writing Aspects

The students' writing descriptive paragraph was scored based on the aspects of grammar, vocabulary, mechanics, content, and organization.

4.3.2.1 The Students' Writing Ability in the Aspect of Grammar

The students' scores in grammar aspect given by the first and the second scorer was presented in Appendix F. The students' final score in the aspect of grammar was found by finding the average scores given by the first scorer and the second scorer then divided by the total score of grammar (25) and multiplied by

100. For example, for student number 2, the first scorer gave score 17 and the second scorer gave score 18. The average score was 17.5. So the calculation was as follows:

$$\frac{17.5}{25} \times 100 = 70$$

Thus, the final score in the aspect of grammar for student number 2 was 70. In addition, the result of the analysis of the students' score in the aspect of grammar showed that the students' mean score was 68.12 (see Appendix F). Based on the score levels classification, the mean score was in the range of 60-69. It showed that the students' ability in writing descriptive paragraph by using realia of the grammar aspect was categorized as "fair". The interpretation of the students' scores in writing a descriptive paragraph based on the aspect of grammar was presented in Table 4.5 below.

Table 4.5 The Classification of the Students' Ability in Writing Descriptive Paragraph in the Aspect of Grammar

Range of Score	Category	Frequency	%
81-100	Excellent	2	6.3%
70-80	Good	10	31.3%
60-69	Fair	17	53%
26-59	Poor	3	9.4%
0-25	Failed	0	0%
Total		32	100%

Based on the table 4.5 above, there were 3 students (9.4%) achieved the "poor" scores in this aspect. There were also 17 students (53%) got the "fair" scores. Next, there were 10 students (31.3%) got the "good" scores. Meanwhile, there were 2 students (6.3%) got "excellent" scores.

4.3.2.2 The Students' Writing Ability in the Aspect of Vocabulary

The students' scores in vocabulary aspect given by the first and the second scorer was presented in Appendix G. The students' final score in the aspect of vocabulary was found by finding the average scores given by the first scorer and the second scorer then divided by the total score of vocabulary (20) and multiplied by 100. For example, for student number 2, the first scorer gave score 10 and the second scorer gave score 12. The average score was 11. So the calculation was as follows:

$$\frac{11}{20} \times 100 = 55$$

Thus, the final score in the aspect of vocabulary for student number 2 was 55. In addition, the result of the analysis of the students' score in the aspect of vocabulary showed that the students' mean score was 66.62 (see Appendix G). Based on the score levels interpretation, that mean score was in the range of 60-69. It showed that the students' ability in writing descriptive paragraph by using realia of the vocabulary aspect was categorized as "fair". The interpretation of the students' scores in writing a descriptive paragraph based on the aspect of vocabulary was presented in Table 4.6 below.

Table 4.6 The Classification of the Students' Ability in Writing Descriptive Paragraph in the Aspect of Vocabulary

Range of Score	Category	Frequency	%
81-100	Excellent	8	25%
70-80	Good	5	15.6%
60-69	Fair	4	12.5%
26-59	Poor	15	46.9%
0-25	Failed	0	0%
Total		32	100%

There were 15 students (46.9%) from 32 students achieved "poor" scores in this aspect. Further, there were 4 students (12.5%) got the scores in the

category of "fair". Next, 5 students (15.6%) got the "good" scores and 8 students (25%) got the "excellent" scores.

4.3.2.3 The Students' Writing Ability in the Aspect of Mechanics

The students' scores in mechanics aspect given by the first and the second scorer was presented in Appendix H. The students' final score in the aspect of mechanics was found by finding the average scores given by the first scorer and the second scorer then divided by the total score of mechanics (20) and multiplied by 100. For example, for student number 2, the first scorer gave score 12 and the second scorer gave score 10. The average score was 11. So the calculation was as follows:

$$\frac{11}{20} \times 100 = 55$$

Thus, the final score in the aspect of mechanics for student number 2 was 55. In addition, the result of analysis of the students' scores in the aspect of mechanics showed that the students' mean score was 57.8 (see Appendix H). Based on the score levels interpretation, that mean score was in the range of 26-59. It meant that the students' ability in writing descriptive paragraph by using realia of the mechanics aspect was categorized as "poor". The interpretation of the students' scores in writing a descriptive paragraph based on the aspect of mechanics was presented in Table 4.7 below.

Table 4.7 The Classification of the Students' Ability in Writing Descriptive Paragraph in the Aspect of Mechanics

Range of Score	Category	Frequency	%
81-100	Excellent	3	9.4%
70-80	Good	4	12.5%
60-69	Fair	3	9.4%
26-59	Poor	22	68.7%
0-25	Failed	0	0%
Total		32	100%

Based on the table above, there were 22 students (68.7%) from 32 students achieved "poor" scores. Besides, there were 3 students (9.4%) got "fair" scores and 4 students (12.5%) got "good" scores. Meanwhile, there were 3 students (9.4%) got "excellent" scores.

4.3.2.4 The Students' Writing Ability in the Aspect of Content

The students' score in the aspect of content given by the first and the second scorer was presented in Appendix I. The students' final score in the aspect of content was found by finding the average scores given by the first scorer and the second scorer then divided by the total score of content (20) and multiplied by 100. For example, for student number 2, the first scorer gave score 13 and the second scorer gave score 12. The average score was 12.5. So the calculation was as follows:

$$\frac{12.5}{20} \times 100 = 62.5$$

Thus, the final score in the aspect of content for student number 2 was 62.5. In addition, it was known that the students' mean score in the aspect of content was 67.3 (see Appendix I). Based on the score levels interpretation, the mean score was in the range of 60-69. It meant that the students' ability in writing descriptive paragraph by using realia of the content aspect was categorized as "fair". The interpretation of the students' scores in writing a descriptive paragraph based on the aspect of content was presented in Table 4.8 below.

Table 4.8 The Classification of the Students' Ability in Writing Descriptive Paragraph in the Aspect of Content

Range of Score	Category	Frequency	%
81-100	Excellent	5	15.7%
70-80	Good	6	18.7%
60-69	Fair	14	43.7%
26-59	Poor	7	21.9%

Range of Score	Category	Frequency	%
0-25	Failed	0	0%
Total		32	100%

Based on the table above, there were 7 students (21.9%) achieved the "poor" scores. Further, 14 students (43.7%) got the "fair" scores and 6 students (21.9%) got the "good" scores. Meanwhile, there were 5 students (15.7%) got the "excellent" scores.

4.3.2.5 The Students' Writing Ability in the Aspect of Organization

The students' scores in the aspect of organization given by the first and the second scorer was presented in Appendix J. The students' final score in the aspect of organization was found by finding the average scores given by the first scorer and the second scorer then divided by the total score of organization (15) and multiplied by 100. For example, for student number 2, the first scorer gave score 12 and the second scorer gave score 13. The average score was 12.5. So the calculation was as follows:

$$\frac{12.5}{15} \times 100 = 83$$

Thus, the final score in the aspect of organization for student number 2 was 83. In addition, the result of the analysis of the students' score in writing descriptive paragraph by using realia of the organization aspect showed that the students' mean score was 75.5 (see Appendix J). Based on the score levels interpretation, the mean score was in the range of 70-80. It showed that the students' ability in the aspect of organization was categorized as "good". The interpretation of the students' scores in writing a descriptive paragraph based on the aspect of organization was presented in Table 4.9 below.

Table 4.9 The Classification of the Students' Ability in Writing Descriptive Paragraph in the Aspect of Organization

Range of Score	Category	Frequency	%
81-100	Excellent	9	28.12%
70-80	Good	15	46.9%
60-69	Fair	5	15.6%
26-59	Poor	3	9.4%
0-25	Failed	0	0%
Total		32	100%

Based on the table above, there were 3 students (9.4%) achieved the "poor" scores. Besides, there were 5 students (15.6%) who got the "fair" score. Then 15 students (46.9%) got the "good" score. Meanwhile, there were 9 students (28.12%) got the "excellent" score.

4.4 Discussion

Based on the result of the data analysis of 32 students' writing scores of the seventh grade students of SMP Negeri 10 Jember, it was found that the mean score of students' writing test was 66.7. Based on the classification of the score levels, the students' mean score was in the range of 60-69. Therefore, the seventh grade students' ability in writing a descriptive paragraph by using realia was categorized as "fair".

Concerning to the students' ability in the five writing aspects, it was found that the mean score obtained in the aspects of grammar was 68.12 and it categorized as "fair". The students' ability in the aspect of vocabulary was also categorized as "fair" since the mean score was 66.62. Next, the students' ability in the aspect of mechanics was categorized as "poor" since the mean score was 57.8. Meanwhile, the students' ability in the aspect of content was categorized as "fair" because the mean score was 67.3. In contrast, the students' ability in the aspect of organization was categorized as "good" since the mean score was 75.5. It can be said that the lowest mean score was in the aspect of mechanics while the highest

was in the aspect of organization. It meant that among the five aspects of writing, the aspect of mechanics was the most difficult aspect and the aspect of organization was the easiest aspects for the seventh grade students at SMP Negeri 10 Jember in this research.

The students' difficulties were also found in each aspect of writing which became the indicators in this research. They were grammar, vocabulary, mechanics, content, and organization. Since the students' ability in the aspect of grammar was fair, it was known that most students still had problems in writing correct sentences. For example, "*You can **found** this fruit on the market.*" (student number 14), the student made mistake because they used inappropriate verb. The verb **found** indicated that the sentence were in the form of simple past tense whereas the sentences written in a descriptive paragraph should be in the form of simple present tense. Hence, the correct sentence should be "*You can **find** this fruit on the market*". Further, the student wrote "*It is an **oranges***" (student number 14). It was grammatically wrong. The word **oranges** here should be in the singular form **orange** since the word "*an*" is used with the singular forms of countable nouns. Hence, the correct sentence should be "*It is an **orange***". Moreover, a student also wrote "*My mother buys an apple **on** supermarket.*" (student number 4). In this sentence, the use of preposition **on** in the phrase **on the supermarket** was used inappropriately. The preposition which should be used was "*at*" so that the phrase would become *at supermarket*. Thus, the correct sentence should be "*My mother buys an apple **at** supermarket*". In other words, some students made many mistakes in writing sentences of simple present tense, especially in the use of present verb. In addition, the grammatical errors made by the students in their writing were in the use of incorrect preposition.

In the aspect of vocabulary, it was found that most students wrote many inappropriate words in the sentences and even used the words that did not refer to the intended meaning. It was also found that some students wrote the words with incorrect spelling. For example, a student (student number 21) wrote "*Banana has long **figure***". The word **figure** was purely translated words from *bahasa Indonesia* into English. The student tried to represents the idea of *berbentuk panjang*. It will

be better for the student to use "shape" instead of *figure*. Thus the correct sentence was "Banana has long *shape*". It was also found in the students' work that he wrote "Mango brings some *advantageous*." (student number 18). In this sentence, the student used the word *advantageous* to represent the idea of *keuntungan*. It was wrong because the word *advantageous* is an adjective. Hence, it should be replaced by "Mango brings some *advantages*". Further, some students had problem in writing certain word with correct spelling. For example, "This fruit is *izzi* to eat and delicious." (student number 21). In this sentence, the word *izzi* must be written "easy", and the correct sentence must be "This fruit is *easy* to eat and delicious". To conclude, the students' ability in the aspect of vocabulary was fair since several students had problems in using the appropriate words in the sentences in writing words with correct spelling.

In the aspect of mechanics, most students got the lowest scores in poor category. They made mistakes in using punctuation and capitalization correctly. One of them was "*this* fruit has circle shape." This sentence was written by the student number 14. It was necessary for the student to capitalize the first letter of the word *this* since it was the first word in the sentence. The same problem in capitalization was also found in sentence "I have a fruit, *this Fruit is Mango*." This sentence was written by student number 18. In this sentence, some students used capital letters at the beginning of the words of *fruit* and *Mango*. They might think that the words had to be written by using the capital letters since they were the names of the object of the paragraph. Hence, the correct sentence had to be "I have a fruit, *this fruit is mango*." Further, the most students' problems in punctuation can be seen in these sentences: "This fruit has sweet, and sour taste." and "I like orange because the colour is beautiful". In first sentence, the comma (,) before the conjunction "and" was not necessary. Besides, the student had to put full stop (.) at the end of the second sentence.

In the aspect of content, the students' ability was categorized as "fair". In this aspect, most of students wrote a descriptive paragraph based on the topic and the realia given. It means that the content of the students' writing was not out of the topic given although there were some students which wrote some irrelevant

sentences. Based on the result of the students' writing, it can be found that some students had problems in their grammar and mechanics so that it was quite difficult for the scorers to understand their writing. It was also quite difficult for the scorers to understand the idea which wanted to be expressed by the students because of some grammatical errors.

Most students got the scores of good category in the aspect of organization although there were still few students got the scores in fair and poor category. They got the scores in the category of fair and poor because of some problems. One of the problems related to the generic structure of descriptive paragraph written by the students. There were few students who did not write a descriptive paragraph in a complete generic structure. They did not write the identification of the paragraph. The other problem was about the supporting details provided by the students in each paragraph of their writing. There were several students who wrote a sentence of identification in the middle or in the description part.

From the data analysis result, the highest score and the lowest score of the students' writing ability of descriptive paragraph by using realia were as follows. The highest writing descriptive paragraph by using realia score was 88. It was achieved by the student number 4. He got score of 20 for grammar aspect from the first scorer and 22 from the second scorer. In the aspect of vocabulary, he got 18 from the first scorer and score of 19 from the second scorer. In the aspect of mechanics and content, he got 16 and 20 from the first scorer while he got 17 for the both aspects from the second scorer. And on the aspect of organization, he got score of 14 and 13 from the first and the second scorer. On the other side, the lowest writing descriptive paragraph by using realia score was 51 and it was achieved by the student number 18. He got score of 16 for grammar aspect from the first scorer and 14 from the second scorer. In the aspect of vocabulary, he got 7 from the first scorer and score of 8 from the second scorer. In the aspect of mechanics and content, he got 6 and 14 from the first scorer while he got 7 and 13 of the both aspects from the second scorer. Moreover on the aspect of organization, he got score of 9 and 8 from the first and the second scorer.

In addition, it was found that there were 17 or 53% students who were categorized as "fair". There were also 4 or 12.5% students who were categorized as "good". Meanwhile, there were 7 or 22% students in the category of "poor". Moreover, there were 4 or 12.5% students who were categorized as "excellent" and there was no student in the category of "failed". In other words, the seventh students' writing ability in descriptive paragraph by using realia at SMP Negeri 10 Jember was "fair".



V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and some suggestions related to the result of this research. The suggestions are proposed to the English teacher and the other researchers.

5.1 Conclusion

Based on the results of the students' writing descriptive paragraph test and the discussion presented in the previous chapter, it can be concluded as follows:

Generally the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year was categorized as "fair" since the mean score of students' descriptive paragraph writing was 66.7. 4 or 12.5% students were categorized as "excellent", 4 or 12.5% students as "good", 17 or 53% students as "fair", and 7 or 22% students as "poor". The highest score in writing descriptive paragraph by using realia was 88. On the other side, the lowest score in writing descriptive paragraph by using realia was 51.

Specifically, the writing descriptive paragraph ability of the seventh grade students of SMP Negeri 10 Jember in the 2014/2015 academic year based on the five aspects of writing is described as follows:

1. The seventh grade students' ability in writing a descriptive paragraph at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspect of grammar was categorized as "fair" with the mean score obtained was 68.12.
2. The seventh grade students' ability in writing a descriptive paragraph at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspect of vocabulary was categorized as "fair" with the mean score obtained was 66.62.
3. The seventh grade students' ability in writing a descriptive paragraph at SMP Negeri 10 Jember in the 2014/2015 academic year based on the

aspect of mechanics was categorized as "poor" with the mean score obtained was 57.8.

4. The seventh grade students' ability in writing a descriptive paragraph at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspect of content was categorized as "fair" with the mean score obtained was 67.3.
5. The seventh grade students' ability in writing a descriptive paragraph at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspect of organization was categorized as "good" with the mean score obtained was 75.5.

Therefore, it can be said that the seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year was not yet satisfying.

5.2 Suggestions

Based on the results of this research, the suggestions below are intended to the following people:

1. The English teacher

The English teacher of the seventh grade students of SMP Negeri 10 Jember is suggested to give the students more practices in writing in order to improve the students' writing ability because it was known that the students' ability in writing was still categorized as fair. Further, since this research found that the students' ability in the aspects of mechanics was poor, it is also suggested for the English teacher to give the students more practices to improve their ability in mechanics. For example it can be done by giving the students more exercises in writing. By giving the students more exercises, the students will be able to produce a good writing.

2. The other researchers

The other researchers are hoped that they are able to conduct the other researches relating to the students' ability in writing descriptive paragraph in order that the students' ability in writing descriptive paragraph can be improved. Further, they are also able to apply a certain teaching technique in order to know the effectiveness of the technique in teaching students writing.



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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method
<p>A Descriptive Study on Descriptive Paragraph Writing Ability by Using Realia of the Seventh Grade Students at SMP Negeri 10 Jember</p>	<p>1. General Problem How is the seventh grade students' ability in writing a descriptive paragraph by using Realia at SMP Negeri 10 Jember in the 2014/2015 academic year?</p> <p>2. Specific Problems</p> <p>a. How is seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspects of grammar?</p> <p>b. How is seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspects of vocabulary?</p> <p>c. How is seventh grade</p>	<p>Seventh Grade Students' Descriptive Paragraph Writing Ability by Using Realia</p>	<p>The students' score of writing test covering:</p> <p>a. Grammar b. Vocabulary c. Mechanics d. Content e. Organization</p>	<p>1. Populations: The seventh grade students of SMP Negeri 10 Jember in the 2014/2015 academic year</p> <p>2. Informant: The seventh grade English teachers of SMP Negeri 10 Jember</p> <p>3. Documents: The names of the research respondents</p>	<p>1. Research Design Descriptive study</p> <p>2. Area Determination Method Purposive method</p> <p>3. Respondent Determination Method Proportional random sampling</p> <p>4. Data Collection Methods</p> <p>a. Primary Data</p> <ul style="list-style-type: none"> • Writing test <p>b. Supporting Data</p> <ul style="list-style-type: none"> • Interview • Documentation <p>5. Data Analysis Method</p> <ul style="list-style-type: none"> • Using formula:

	<p>students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspects of mechanics?</p> <p>d. How is seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspects of content?</p> <p>e. How is seventh grade students' ability in writing a descriptive paragraph by using realia at SMP Negeri 10 Jember in the 2014/2015 academic year based on the aspects of organization?</p>				$E = \frac{n}{N} \times 100$ <p>Notes:</p> <p>E: The percentage of the students' writing ability</p> <p>n: The students score of each aspect obtained by the students</p> <p>N: The total score of each aspect of writing</p> <p><i>Adapted from Ali, (2002: 186)</i></p>
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WRITING TEST

Students' Worksheet

Name :

Class :

No :

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences.
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

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The Interview Guide with One of the Seventh Grade English Teacher

No.	Interview Question	Teacher's Answers
1	How often do you teach English in a week?	Eight times a week
2	What is the curriculum that applied in SMP Negeri 10 Jember?	2013 Curriculum
3	What is the minimum requirement standard score in the school for English subject?	70
4	How often do you teach writing skills to the students?	Approximately twice in a month
5	How is the students' participation in joining writing lesson?	Quite active
6	Have you ever taught writing a descriptive paragraph or text to the students?	Yes, I have
7	How do you teach writing a descriptive paragraph?	I use lecturing method and usually use realia and pictures to teach writing to the students
8	Do you allow the students to open the dictionary while making a writing task especially in descriptive paragraph?	Yes, I do
9	How is the seventh grade students' ability in using simple present tense in a descriptive paragraph?	Most students still made some mistakes in making simple present tense correctly
10	How do you give the writing test to the students?	By asking them to write a short simple paragraph related to the topic given
11	How do you score the students' writing?	I use holistic scoring

The Names of Respondents

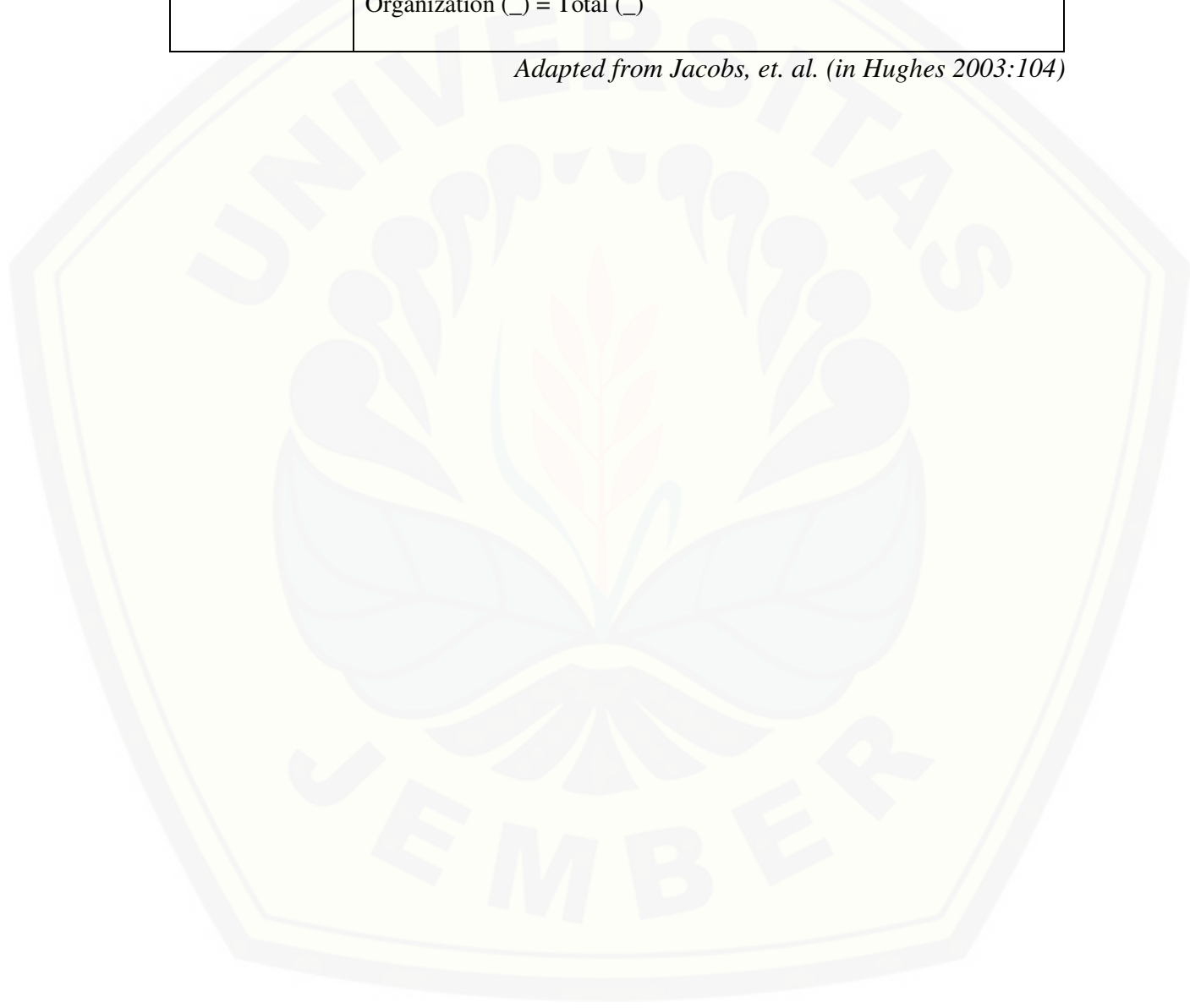
No.	Names	Class
1	Lely Tria Rahmadani (LTR)	7 A
2	Mira Tania (MT)	7 A
3	Fanny Saiful Rizal (FSR)	7 A
4	Bagaskara Bima Abiyoga Putra (BBAP)	7 A
5	Mohamad Irnanda (MI)	7 B
6	Gusti Ayu Nana Priyanti (GANP)	7 B
7	Edi Prayoto (EP)	7 B
8	Ibrahim Nadhif Bramantyo (INB)	7 B
9	Hasbian Ardhis Radiansyah (HAR)	7 C
10	Bagus Tri Prasojo (BTP)	7 C
11	Fara Defita Sari (FDS)	7 C
12	Annisa Desya Putri (ADP)	7 C
13	Feri Setiawan (FS)	7 D
14	Firdaus Amruli Haidir (FAH)	7 D
15	Kafi Purbaya Putra (KPP)	7 D
16	Arindi Tri Wulandari (ATW)	7 D
17	Arvan Effendi (AE)	7 E
18	Dimas Agung Saputra (DAS)	7 E
19	Dwi Anda Resta (DAR)	7 E
20	Rafika Damayanti (RD)	7 E
21	Dewi Ayu Agustin (DAA)	7 F
22	Naufal Dwi Oktavian Putra (NDOP)	7 F
23	Ardan Wahyu Maulana (AWM)	7 F
24	Fita Dwi Diyanti (FDD)	7 F
25	M. Abil Abbas (MAA)	7 G
26	Meileina Andriani Saputri (MAS)	7 G
27	Mohammad Arifin (MA)	7 G
28	Arfina Dwi Nugraeni (ADN)	7 G
29	Bagas (B)	7 H
30	Mohamad Dadang Setia Budi (MDSB)	7 H
31	Nova Putri Inggraini (NPI)	7 H
32	Riski Apriyanto (RA)	7 H

The Scoring Rubric of the Students' Writing Descriptive Paragraph

Aspect	Score	Level	Criteria
Grammar	25-21	Excellent	Few errors (at least only 1 error) or even no error at all in using simple present tense, articles, pronouns, and preposition.
	20-16	Good	Some (between 2-3 errors) errors in using simple present tense, articles, pronouns, and preposition.
	15-11	Fair	Frequent (between 4-5 errors) errors in using simple present tense, articles, pronouns, and preposition.
	10-6	Poor	Many (more than 7 errors) errors in using simple present tense, articles, pronouns, and preposition.
Vocabulary	20-17	Excellent	Very few (between 0-5 errors) errors in choosing words appropriately based on its function.
	16-13	Good	Some (between 6-9 errors) errors in choosing words appropriately based on its function.
	12-9	Fair	Frequent (between 10-13 errors) errors in choosing words appropriately based on its function.
	8-5	Poor	Many (more than 14 errors) errors in choosing words appropriately based on its function.
Mechanics	20-17	Excellent	Very few (between 0-5 errors) or even no wrong spelling, punctuation, and capitalization.
	16-13	Good	Some (between 6-9 errors) wrong spelling, punctuation, and capitalization.
	12-9	Fair	Frequent (between 10-13 errors) wrong spelling, punctuation, and capitalization.
	8-5	Poor	Many (more than 14 errors) wrong spelling, punctuation, and capitalization.
Content	20-17	Excellent	Very few or at least 1 unsuitable sentence with the theme or topic and the other sentences.
	16-13	Good	Some (2 sentences) unsuitable sentences with the theme or topic and the other sentences.
	12-9	Fair	Frequent (3 sentences) unsuitable sentences with the theme or topic and the other sentences.
	8-5	Poor	All sentences do not relate one to another.
Organization	15-13	Excellent	Highly organized; follow the generic structure completely and has clear supporting details.

Aspect	Score	Level	Criteria
	11-9	Good	Well organized; follow the generic structure completely and has clear supporting details.
	8-6	Fair	Lack of organization; incomplete generic structure and has lack of supporting details.
	5-2	Poor	Many lack of organization; does not follow the generic structure completely and very lack of supporting details.
Writing Score:	Grammar () + Vocabulary () + Mechanics () + Content () + Organization () = Total ()		

Adapted from Jacobs, et. al. (in Hughes 2003:104)



The Students' Score of the Aspect of Grammar

No.	Names	Scorer 1	Scorer 2	Average Score	Average Score	Category
1.	LTR	19	20	19.5	78	Excellent
2.	MT	17	18	17.5	70	Good
3.	FSR	16	15	15.5	62	Fair
4.	BBAP	20	22	21	84	Good
5.	MI	17	16	16.5	66	Fair
6.	GANP	14	15	14.5	58	Poor
7.	EP	16	17	16.5	66	Fair
8.	INB	18	17	17.5	70	Good
9.	HAR	17	20	18.5	74	Good
10.	BTP	16	18	17	68	Fair
11.	FDS	20	19	19.5	78	Good
12.	ADP	16	18	17	68	Fair
13.	FS	14	15	14.5	58	Poor
14.	FAH	17	16	16.5	66	Fair
15.	KPP	16	14	15	60	Fair
16.	ATW	18	16	17	68	Fair
17.	AE	17	18	17.5	70	Good
18.	DAS	16	14	15	60	Fair
19.	DAR	18	19	18.5	74	Good
20.	RD	17	19	18	72	Good
21.	DAA	16	17	16.5	66	Fair
22.	NDOP	18	16	17	68	Fair
23.	AWM	17	16	16.5	66	Fair
24.	FDD	15	17	16	64	Fair
25.	MAA	17	18	17.5	70	Good
26.	MAS	17	16	16.5	66	Fair
27.	MA	14	15	14.5	58	Poor
28.	AND	15	16	15.5	62	Fair
29.	B	17	16	15.5	62	Fair
30.	MDSB	20	20	20	80	Excellent
31.	NPI	20	19	19.5	78	Good
32.	RA	15	16	15.5	62	Fair
Total					2180	
Mean Score					68.12	

The Students' Score of the Aspect of Vocabulary

No.	Names	Scorer 1	Scorer 2	Average Score	Average Score	Category
1.	LTR	18	19	18.5	92.5	Excellent
2.	MT	10	12	11	55	Poor
3.	FSR	12	12	12	60	Fair
4.	BBAP	19	18	18.5	92.5	Excellent
5.	MI	11	12	11.5	57.5	Poor
6.	GANP	11	11	11	55	Poor
7.	EP	14	16	15	75	Good
8.	INB	18	17	17.5	87.5	Excellent
9.	HAR	17	18	17.5	87.5	Excellent
10.	BTP	11	10	10.5	52.5	Poor
11.	FDS	17	16	16.5	82.5	Excellent
12.	ADP	15	14	14.5	72.5	Good
13.	FS	10	9	9.5	47.5	Poor
14.	FAH	12	12	12	60	Fair
15.	KPP	9	10	9.5	47.5	Poor
16.	ATW	10	11	10.5	52.5	Poor
17.	AE	12	10	11	55	Poor
18.	DAS	7	8	7.5	37.5	Poor
19.	DAR	16	15	15.5	77.5	Good
20.	RD	12	10	11	55	Poor
21.	DAA	16	18	17	85	Excellent
22.	NDOP	9	8	8.5	42.5	Poor
23.	AWM	17	17	17	85	Excellent
24.	FDD	15	14	14.5	72.5	Good
25.	MAA	12	12	12	60	Fair
26.	MAS	12	10	11	55	Poor
27.	MA	10	10	10	50	Poor
28.	AND	14	13	13.5	67.5	Fair
29.	B	12	11	11.5	57.5	Poor
30.	MDSB	18	18	18	90	Excellent
31.	NPI	17	15	16	80	Good
32.	RA	11	12	11.5	57.5	Poor
Total					2132	
Mean Score					66.62	

The Students' Score of the Aspect of Mechanics

No.	Names	Scorer 1	Scorer 2	Average Score	Average Score	Category
1.	LTR	17	17	17	85	Excellent
2.	MT	12	10	11	55	Poor
3.	FSR	11	9	10	50	Poor
4.	BBAP	16	17	16.5	82.5	Excellent
5.	MI	12	11	11.5	57.5	Poor
6.	GANP	10	11	10.5	52.5	Poor
7.	EP	9	10	9.5	47.5	Poor
8.	INB	14	15	14.5	72.5	Good
9.	HAR	10	11	10.5	52.5	Poor
10.	BTP	9	10	9.5	47.5	Poor
11.	FDS	14	12	13	65	Fair
12.	ADP	10	11	10.5	52.5	Poor
13.	FS	8	10	9	45	Poor
14.	FAH	12	11	11.5	57.5	Poor
15.	KPP	10	12	11	55	Poor
16.	ATW	11	10	10.5	52.5	Poor
17.	AE	12	12	12	60	Fair
18.	DAS	6	7	6.5	32.5	Poor
19.	DAR	15	14	14.5	72.5	Good
20.	RD	12	11	11.5	57.5	Poor
21.	DAA	8	9	8.5	42.5	Poor
22.	NDOP	8	8	8	40	Poor
23.	AWM	11	10	10.5	52.5	Poor
24.	FDD	14	15	14.5	72.5	Good
25.	MAA	12	12	12	60	Fair
26.	MAS	10	11	10.5	52.5	Poor
27.	MA	9	10	9.5	47.5	Poor
28.	AND	11	12	11.5	57.5	Poor
29.	B	10	11	10.5	52.5	Poor
30.	MDSB	18	16	17	85	Excellent
31.	NPI	15	17	16	80	Good
32.	RA	11	11	11	55	Poor
Total					1850	
Mean Score					57.8	

The Students' Score of the Aspect of Content

No.	Names	Scorer 1	Scorer 2	Average	Average	Category
1.	LTR	18	17	17.5	87.5	Excellent
2.	MT	13	12	12.5	62.5	Fair
3.	FSR	14	12	13	65	Fair
4.	BBAP	20	17	18.5	92.5	Excellent
5.	MI	11	12	11.5	57.5	Poor
6.	GANP	13	14	13.5	67.5	Fair
7.	EP	12	13	12.5	62.5	Fair
8.	INB	10	10	10	50	Poor
9.	HAR	13	14	13.5	67.5	Fair
10.	BTP	11	12	11.5	57.5	Poor
11.	FDS	15	16	15.5	77.5	Good
12.	ADP	12	14	13	65	Fair
13.	FS	11	11	11	55	Poor
14.	FAH	11	15	14.5	72.5	Good
15.	KPP	12	13	12.5	62.5	Fair
16.	ATW	12	12	12	60	Fair
17.	AE	11	11	11	55	Poor
18.	DAS	14	13	13.5	67.5	Fair
19.	DAR	17	18	17.5	87.5	Excellent
20.	RD	13	12	12.5	62.5	Fair
21.	DAA	14	13	13.5	67.5	Fair
22.	NDOP	12	12	12	60	Fair
23.	AWM	12	11	11.5	57.5	Poor
24.	FDD	15	13	14	70	Good
25.	MAA	14	15	14.5	72.5	Good
26.	MAS	12	11	11.5	57.5	Poor
27.	MA	14	14	14	70	Good
28.	AND	13	14	13.5	67.5	Fair
29.	B	14	12	13	65	Fair
30.	MDSB	17	17	17	85	Excellent
31.	NPI	18	17	17.5	87.5	Excellent
32.	RA	14	14	14	70	Good
Total					2155	
Mean Score					67.3	

The Students' Score of the Aspect of Organization

No.	Names	Scorer 1	Scorer 2	Average Score	Average Score	Category
1.	LTR	14	15	14.5	97	Excellent
2.	MT	12	13	12.5	83	Excellent
3.	FSR	12	12	12	80	Good
4.	BBAP	14	13	13.5	90	Excellent
5.	MI	12	11	11.5	77	Good
6.	GANP	10	10	10	67	Fair
7.	EP	12	10	11	73	Good
8.	INB	13	12	12.5	83	Excellent
9.	HAR	10	11	10.5	70	Good
10.	BTP	12	12	12	80	Good
11.	FDS	12	14	13	87	Excellent
12.	ADP	11	12	11.5	77	Good
13.	FS	8	7	7.5	43	Poor
14.	FAH	10	10	10	67	Fair
15.	KPP	10	8	9	60	Fair
16.	ATW	12	11	11.5	77	Good
17.	AE	10	10	10	67	Fair
18.	DAS	9	8	8.5	57	Poor
19.	DAR	14	12	13	87	Excellent
20.	RD	12	11	11.5	77	Good
21.	DAA	12	12	12	80	Good
22.	NDOP	8	9	8.5	57	Poor
23.	AWM	12	12	12	80	Good
24.	FDD	12	14	13	87	Excellent
25.	MAA	10	12	11	73	Good
26.	MAS	10	10	10	67	Fair
27.	MA	8	10	9	60	Fair
28.	AND	11	11	11	73	Good
29.	B	11	12	11.5	77	Good
30.	MDSB	14	15	14.5	96	Excellent
31.	NPI	12	14	13	87	Excellent
32.	RA	11	12	11.5	77	Good
Total					2417	
Mean Score					75.5	

The Students Scores in Writing Try Out Test

No.	Name	Class	G	V	M	C	O	Score	Category
1.	DPH	7D	17	10	17	13	10	67	Fair
2.	IPSA	7D	17	12	12	10	11	62	Fair
3.	NRD	7D	14	16	9	12	12	63	Fair
4.	DIP	7D	19	16	12	16	14	77	Good
5.	NM	7D	17	12	14	12	10	65	Fair
6.	VDP	7D	16	13	12	14	11	66	Fair
7.	NFK	7D	15	15	14	15	12	71	Good
8.	RAH	7D	15	12	12	9	12	60	Fair
9.	FNS	7D	17	17	12	11	12	69	Fair
10	RAP	7D	16	12	15	11	10	64	Fair

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 10 Jember
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / Satu
Materi Pembelajaran : Animals
Alokasi Waktu : 2 Pertemuan (4 X 40')

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadiannya yang tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
2.3 Menunjukkan perilaku <i>cinta damai</i> dalam melaksanakan komunikasi fungsional	2.3.1 Saling menghargai pendapat teman pada saat diskusi. 2.3.2 Mau mengalah terhadap teman yang lebih membutuhkan. 2.3.3 Melerai teman yang berkelahi. 2.3.4 Tidak memicu pertengkaran antar teman. 2.3.5 Saling menghargai dan menghormati perbedaan yang ada.
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, <i>binatang</i> dan benda sesuai dengan konteks penggunaanya	3.7.1 Menulis kalimat <i>verbal</i> dalam bentuk <i>simple present tense</i> 3.7.2 Menulis kalimat <i>nominal</i> dalam bentuk <i>simple present tense</i> 3.7.3 Melengkapi tabel tentang formula kalimat dengan <i>verb</i> dan <i>adjective</i> 3.7.4 Melengkapi kalimat rumpang dengan <i>verb</i> dan <i>to be</i> .
4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, <i>binatang</i> dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Menyusun teks tulis yang mendeskripsikan hewan yang ada disekitar sekolah 4.8.2 Mempresentasikan paragraf yang tentang deskripsi hewan di depan kelas

C. Materi Pembelajaran

1. Fungsi sosial:
Mengidentifikasi, mengenalkan, memuji, mencela dan mengagumi
2. Struktur teks:
Verbal dan nominal sentence (simple present tense)
The horse is very strong.
Cats like to eat fish.
A chicken is cute
3. Unsur kebahasaan:
 - a. Kata sifat terkait fisik dan mental hewan
 - b. Kata tanya *What ... look like? How?*
 - c. Nama hewan yang ditemui di sekitar rumah dan di sekolah
 - d. Adverbial: *very*
 - e. Kata ganti *it, they, this, that, those, these, its, 's.*
 - f. Kata kerja dalam simple present tense: *be, have.*
 - g. Ucapan, tekanan kata, intonasi
 - h. Ejaan dan tanda baca
 - i. Tulisan tangan

D. Langkah-Langkah Kegiatan Pembelajaran

1. Pertemuan 1

- a. Pendahuluan (10 menit)
 1. Guru menyiapkan peserta didik baik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
 2. Guru membimbing peserta didik menyanyikan lagu *Old Mc Donald* untuk memotivasi siswa.
 3. Guru menyampaikan tujuan dan kompetensi dasar yang akan dicapai.
 4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP yang telah dibuat.
- b. Inti (60 menit)
 1. Mengamati
Peserta didik mengamati obyek tiruan hewan yang disediakan guru.
 2. Menanya
Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang cara menyebutkan dan menanyakan deskripsi hewan.
 3. Mengumpulkan informasi
 - a) Secara berpasangan peserta didik menulis *adjective* yang terdapat dalam deskripsi hewan
 - b) Secara berpasangan peserta didik menulis *verb* yang terdapat dalam deskripsi hewan
 - c) Peserta didik meminta bantuan guru bila diperlukan.
 4. Mengasosiasi
 - a) Secara berpasangan, peserta didik menganalisa susunan kalimat dengan *adjective*
 - b) Secara berpasangan, peserta didik menganalisa susunan kalimat dengan *verb* yang
 - c) Secara berkelompok yang terdiri dari empat orang, peserta didik melengkapi table formula untuk *verbal* dan *nominal sentence*.

- d) Secara individu, peserta didik melengkapi kalimat rumpang dengan kata kerja atau to be yang sesuai
- e) Peserta didik meminta bantuan guru bila diperlukan.

c. Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik menerima tugas secara berkelompok untuk menceritakan benda-benda yang ada di lingkungan sekolah sebagai tindak lanjut kegiatan pembelajaran.
4. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5. Peserta didik dan guru mengucapkan salam penutup.

2. Pertemuan 2

1. Pendahuluan (10 menit)

- a) Guru menyiapkan peserta didik baik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- b) Guru menyampaikan tujuan dan kompetensi dasar yang akan dicapai.
- c) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP yang telah dibuat.

2. Mengamati

- a) Peserta didik mengamati paragraf tentang deskripsi hewan yang diberikan oleh guru.

3. Mencipta

- a) Secara individu, peserta didik membuat sebuah paragraf tentang deskripsi hewan yang mereka temui di sekitar sekolah.
- b) Peserta didik saling mengoreksi paragraf yang dibuat oleh temanya.

4. Mengomunikasikan

- a) Peserta didik mempresentasikan paragraf yang mereka buat didepan kelas.
- b) Peserta didik lain menyimak

5. Penutup (5 menit)

- a) Guru dan peserta didik secara bersama-sama membuat ringkasan materi yang sudah dipelajari pada pertemuan ini.
- b) Guru memberikan tugas kepada peserta didik.
- c) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

E. Penilaian

1. Kompetensi Sikap Sosial

- a. Teknik penilaian : Observasi dan penilaian antarteman
- b. Bentuk instrumen : Lembar Observasi dan Lembar penilaian antar teman
- c. Kisi-kisi :

No		Pernyataan	Jumlah Butir Soal
1.	Cinta Damai	Saling menghargai pendapat teman pada saat diskusi.	1
		Mau mengalah terhadap teman yang lebih membutuhkan.	1
		Melerai teman yang berkelahi.	1
		Tidak memicu pertengkaran antar teman.	1
		Saling menghargai dan menghormati perbedaan yang ada.	1
Jumlah			5

2. Kompetensi Pengetahuan

- a. Teknik penilaian : Tes Tulis
- b. Bentuk instrumen : Melengkapi kalimat rumpang dengan *verb* dan *to be*
- c. Kisi-kisi :

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Secara individu, peserta didik melengkapi kalimat rumpang dengan <i>verb</i> dan <i>to be</i> yang sesuai	20	1 - 20
Jumlah		1	

3. Kompetensi Keterampilan

- a. Teknik penilaian : Praktek dan unjuk kerja
- b. Bentuk instrumen : Tes Praktek menulis paragraf sederhana dan presentasi
- c. Kisi-kisi :

No.	Indikator	Jumlah Butir Soal
1	Secara individu, peserta didik menulis sebuah paragraf yang mendeskripsikan tentang hewan yang ada di sekitar rumahnya	1
2	Secara individu, peserta didik mempresentasikan paragraf yang dibuatnya. Peserta didik lain menyimak.	1
Jumlah		1

F. Media, Alat, dan Sumber Pembelajaran

1. Media
 - a. Lembar kerja siswa
 - b. Obyek tiruan yang berkaitan tentang hewan yang ditemui di sekitar sekolah
2. Alat
 - Laptop

Guru Mata Pelajaran,

Widya Setyaningtias, S.Pd

Lampiran 2

MATERI

Butterfly is a beautiful insect. It has two fragile wings, two antennas and a slender body. It flies around flowers. It sucks the nectar. I love butterflies because they are beautiful.

A bird is an aves. It has two legs, two wings and a beak. It likes to chase my cat. It is a very agile bird. It comes to my house every morning.

Simple present tense

VERBAL (S + Verb)	NOMINAL (S + to be + N/Adj/Adv)
He/She/It + Vs-es	I + am
I/You/They/We + V	We/You + are
	He/She/It + is

1. I like cats.
2. The cat eats fish.
3. He loves me.

1. I am a cat lover.
2. Cats are cute.
3. We are in 7A

Now, practice to create nominal and verbal sentences

Lampiran 3A

INSTRUMEN PENILAIAN KI-3 (PENGETAHUAN)

I. Complete the following sentences by using the correct forms of verbs in the brackets.

1. My sister (love/loves) cats very much.
2. The dog (sleep/sleeps) under my bed.
3. A cow (have/has) four legs.
4. Cats (eat/eats) fish.
5. Iguana (look/looks) like a little dragon.
6. I (want/wants) that cat food.
7. Everyone (like/likes) my cute cat.
8. The cat (run/runs) after a mouse.
9. I (put/puts) a necklace on my cat's neck.
10. The mice (steal/steals) the cheese.

II. Complete the following sentences by using the correct forms of to be in the brackets.

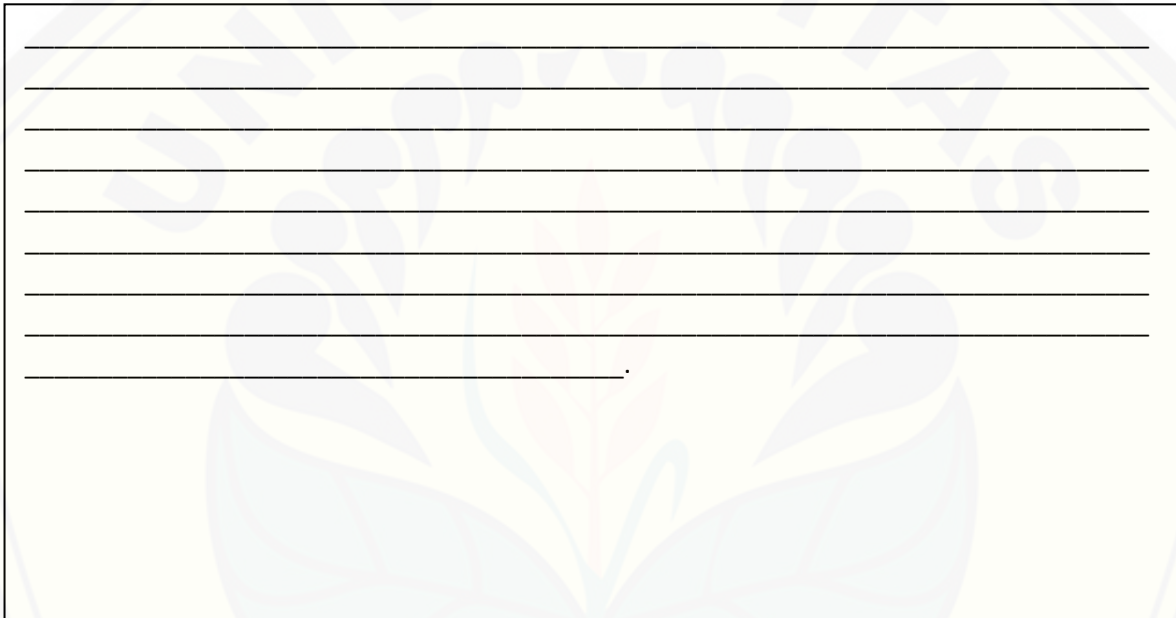
1. This (is/am/are) a cute pet.
2. The strong legs (is/am/are) useful for swimming and climbing.
3. Rabbits (is/am/are) very timid.
4. My cat (is/am/are) only three months old.
5. Michele (is/am/are) a female cat.
6. The cat's tail (is/am/are) long.
7. My hens (is/am/are) not picky.
8. My neighbour's dog (is/am/are) golden retriever.

- 9. I and my sister (is/am/are) allergyc to cat's fur.
- 10. There (is/am/are) many animals in Mc Donald farm.

Lampiran 4A

**INSTRUMEN PENILAIAN KI-4
(KETERAMPILAN)**

- A. Write a short paragrap which consist of at least 5 sentences describing about things you can find the room you observed, then present it in front of your friends.**



- B. Present your paragraph in front of the classroom**

WRITING TEST

Students' Worksheet

Name : Bongkarna Bima Abiyoga Putra
 Class : 7^A
 No : 7

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

The Apple

pregnants
 ?

I have an apple. This fruit has green colour. This fruit has round shape ~~like~~ like ball. This fruit ~~has~~ ~~has~~ vitamin C. Many people like this fruit because it has sweet taste. All of my family like it very much. Usually my mother buys an apple on supermarket.

G = 20
 V = 18
 M = 16
 C = 20
 O = 19

 83

Scorer I

WRITING TEST

Students' Worksheet

Name : Brian Bima Abiraga Putra
Class : 7A
No : 7

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

The Apple

pregnants
I have an apple. This fruit has green colour. This fruit has round shape like ball. This fruit ~~has~~ ~~has~~ vitamin C. Many people like this fruit because it has sweet taste. All of my family like it very much. Usually my mother buys an apple on supermarket.

Scorer II

B = 22
O = 13
M = 17
C = 17
V = 19

88

WRITING TEST

Students' Worksheet

Name : Dimas ageng saputra
Class : 7
No : 10

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

I have a fruit, This fruit is Mango. This fruit has green colour and yellow colour. This fruit has shape oval like egg. I like this fruit because it's sweet. It is a mango mango brings some advantages. The mango tree is ~~very~~ very big.

G = 16
V = 7
M = 6
C = 14
O = 9

52

scorer |

WRITING TEST

Students' Worksheet

Name : Dimas Agung Saputra
Class : 7
No : 10

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

I have a fruit, This fruit is mango. This fruit has green colour and yellow colour. This fruit has shape oval like egg. I like this fruit because it sweet. It is a mango. mango brings some advantages. The mango tree is ~~very~~ very big.

scorer ii

G = 14
O = 8
M = 7
C = 13
V = 8
50

WRITING TEST

Students' Worksheet

Name : Firdaus amruli hardir
Class : 7
No : 14

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

~~The~~ Hello friends, I have a Fruit, it is an Oranges
 this fruit has sweet and sour taste, I like Orange
 because the colour is beautiful. This fruit has
 Circle shape, I like an Orange because many
 advantage, I like it Very much. you can found
 this fruit on the market

G = 11
 U = 12
 M = 12
 C = 11
 O = 10

 62

scorer]

WRITING TEST

Students' Worksheet

Name : Firdaus amruli hardi
Class : 7
No : 14

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

~~The~~ Hello friends, I have a Fruit, it is an Oranges. ✓
 this fruit has sweet, and sour taste, I like Orange
 because the colour is beautiful, this fruit has
 ✓ Circle shape, I like an Orange because many
 advantage, I like it very much. you can found ✓
 this fruit on the market

scorer it

G = 16
 O = 10
 M = 11
 C = 15
 y = 12

 64

WRITING TEST

Students' Worksheet

Name : Dewi Ayu Agustin
Class : 7F
No : 9

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

It is a banana. Banana is fresh fruit. This fruit has sweet taste. This fruit is (22) to eat and delicious. The banana has long figure. I like it very much because it is cheap.

G = 16
U = 16
M = 8
C = 12
O = 12

66

Score 1

WRITING TEST

Students' Worksheet

Name : Dewi Ayu Agustin
Class : 7F
No : 9

Read the following instructions carefully:

- ✓ Write down a simple descriptive paragraph about the fruit given to you that consists of 6-8 sentences
- ✓ Do not forget to apply simple present tense and appropriate words on your writing
- ✓ You will have 35 minutes to write the descriptive paragraph

It is a banana. Banana is fresh fruit. This fruit has sweet taste. In this fruit has yellow colour. This fruit is very good to eat and delicious. The banana has long figure. I like it very much because it is cheap.

G = 17
D = 12
M = 9
C = 13
V = 18

69

score 11



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor 2:806 / UN25.1.5/LT/2015
Lampiran :-
Perihal : Permohonan Izin Penelitian

11 MAY 2015

Yth. Kepala SMP Negeri 10 Jember
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Ibana Rosida
NIM : 080210401013
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "*A Descriptive Study on Descriptive Paragraph Writing Ability by Using Realia of the Seventh Grade Students at SMP Negeri 10 Jember.*" di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan,
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH STANDAR NASIONAL (SSN)
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SURAT KETERANGAN

No. 421.3 / 1139 / 413.02.20523883 / 2015

Yang bertanda tangan dibawah ini :

Nama : H. DIDIEK TRIYANTO R.,S.Pd,M.Pd
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Pangkat / Gol : Pembina TK I, IV/b
Jabatan : Kepala SMP Negeri 10 Jember

Menerangkan bahwa :

Nama : IBANA ROSIDA
NIM : 080210401013
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan bahasa Inggris

Telah melaksanakan Penelitian Skripsi dengan judul “ A Descriptive Study on Descriptive Paragraph Writing Ability by Using Realia of the Seventh Grade Students at SMP Negeri 10 Jember” di kelas VII SMP Negeri 10 Jember, pada tanggal 9 & 16 Mei 2015

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 21 Mei 2015
Kepala Sekolah,



[Signature]
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